

**MEAP
Assessment Administrator
Manual**

Grades 3 - 9

Fall 2007



**Fall 2007 MEAP Assessment Administration
Important Dates**

Materials Due in Districts	Week of September 24, 2007
Accommodated Materials	Week of September 24, 2007
Assessment Dates	October 8 – October 26, 2007
Deadline for Return of all Assessment Materials	October 31, 2007
Results due back in Districts	January 2008

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Fall 2007 Michigan Educational Assessment Program (MEAP)

The purpose of this MEAP Assessment Administrator Manual for Grades 3 – 9 is to provide information specific to the administration of the Fall 2007 MEAP assessments. Each assessment administrator should be provided an assessment administrator manual. A supply was shipped with assessment materials. Additional copies are available on the MEAP website at www.michigan.gov/meap.

A separate MEAP District and Building Coordinator Handbook is available on the MEAP website at www.michigan.gov/meap. The handbook is a comprehensive guide for district and building MEAP coordinators.

ITEMS OF SPECIAL INTEREST

Field Testing

Because the MEAP office plans to release all items relating to the core Grade Level Content Expectations (GLCEs) each year, it is necessary to conduct field testing of new assessment items. All MEAP assessments will consist of operational and field test items. Field test items will be scored, but will not be used for determining student scores or for reporting. Students should not be able to distinguish the field test items, since they will be mixed in with the operational items.

For field testing purposes, there are multiple forms of each content area assessment booklets. Students within a classroom will have different forms of each assessment. Each content area and grade level has one answer document designed for use with all forms of the assessment. It is extremely important that students fill in the correct form number on their answer documents. (Students using an accommodated version of the MEAP assessment must have a printed Form 1 booklet.)

Grade 3 Assessments

Again this fall, Michigan third grade students will be assessed using the Michigan Educational Assessment Program (MEAP). Third graders are required under the federal No Child Left Behind Act of 2001 to be assessed in the content areas of math and English language arts.

Many educators have expressed concern about the assessment of these younger students. The Office of Educational Assessment and Accountability has taken care to provide an assessment that is appropriate for these young students.

The questions written for the grade 3 assessment were developed with assistance and review of groups of experienced Michigan classroom teachers, including third grade teachers and subject area specialists. These individuals spend many hours reviewing questions and answer choices during meetings of primarily two groups: the Content Advisory Committee and the Bias/Sensitivity Review Committee. Their input has been carefully considered during and following the many meetings convened to develop the grade 3 assessments.

Rather than using stand-alone field tests, there are a number of pilot items imbedded in the assessments. While these items will not count towards student scores, they will provide the MEAP Office a wealth of information that will aid in the development and selection of future questions and assessments. Imbedded field test items are not identified in the assessment, and are indistinguishable from the scored operational items. Teachers administering these assessments should encourage students to do their best on all items, even though some items are field test items and may never survive the final review with real student data from the field testing.

As a final consideration, the grade 3 assessments use a combined assessment booklet and answer document. It is referred to as the Answer Document. Students will record their answers in the booklet as opposed to having to juggle a separate answer document.

Please feel free to comment on your experience with the assessment by contacting the MEAP Office. Contact information is located on page 6. Your comments are important to us and will be considered during development of future assessments.

Accommodated Versions of the MEAP Assessments, Grades 3 – 9

Fall 2007 MEAP assessments use multiple forms for field test purposes. All accommodated versions of these assessments (Braille, enlarged-print, audio, and video) will be reproduced from a Form 1 assessment booklet. Unless there is a total loss of vision, each student taking an accommodated version of an assessment must also have a printed Form 1 assessment booklet to use while taking the assessment. Accommodated versions of the assessments will be shipped with a Form 1 assessment booklet.

It is the policy of the U.S. Department of Education that if a student uses a nonstandard assessment accommodation, the student's score will NOT count as assessed when calculating the No Child Left Behind (NCLB) participation rates and counts as not proficient when calculating Adequate Yearly Progress (AYP).

It is suggested that districts check to see how many Individualized Education Plans (IEPs) indicate that a student is to use a nonstandard assessment accommodation and review its use. The consequence of students not counting as being assessed should be taken into consideration by IEP Teams.

All students are to be assessed. A school cannot make AYP if it does not have a minimum 95% participation rate for the entire school and for each subgroup.

Online Student Registration

Schools must register new students through the OEAA Secure Site (www.michigan.gov/oeaa-secure) to produce a label to affix to each completed answer document. Students can be registered up until the day materials are returned. Step-by-step instructions can be found on the login page of the OEAA Secure Site by clicking on the pink link *OEAA Secure Site User Manual*.

New Student Registration Forms (NSRF) are no longer available.

Additional Sheets

Students are provided ample space within all answer documents for extended written responses. **No additional sheets may be used with any of the MEAP assessments unless prescribed by an IEP or Section 504 Plan.**

Arabic, Spanish, and English Videos

Videos are available as an accommodation for English language learners who are at the basic or lower intermediate English language proficiency levels and who are dominant in a language other than English. In Fall 2007, videos for MEAP content areas of mathematics, science, and social studies are available in Spanish, Arabic, and English.

The Spanish and Arabic versions are appropriate for use with an ELL whose dominant language is Arabic or Spanish and is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting. If the ELL program uses an English-as-a-second-language (ESL) approach, using the video translation of the MEAP assessment in English is appropriate.

There are no video translations for the ELA assessments as they would change the construct of what is being measured for the reading portion from reading to listening, making it a nonstandard accommodation for reading. Students receiving nonstandard assessment accommodations are NOT counted as being assessed for the calculation of No Child Left Behind assessment participation rates, and are counted as not proficient when calculating Adequate Yearly Progress (AYP).

English Language Arts Assessment

The integrated English language arts (ELA) assessment includes writing and reading. During the Fall 2007 assessments, there is one ELA answer document per grade level. There are no longer multiple answer documents at each grade level for this assessment.

Students taking the English language arts assessment **are no longer required to take the assessment in the order presented in this manual**. The MEAP Office recommends that each part of this assessment be administered in a separate session.

Mathematics Assessment

For the Fall 2007 Grades 3 – 8 mathematics assessments, calculators are **NOT** permitted in Part 1. Calculators, including graphing calculators, are permitted, though not required, on designated parts of the MEAP mathematics assessments. Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices, or that can communicate wirelessly with other calculators, are not permitted. Students may not share calculators.

Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cords removed.

It is important that students are made aware of the calculator rules prior to taking the assessments. Doing so will allow them to bring an acceptable calculator if they so desire.

Use of No. 2 Pencils

Students are required to use a No. 2 pencil on all multiple-choice and constructed-response items. Answer documents filled out with media other than a No. 2 pencil cannot be scanned or scored.

Assessment and Accountability Practices

The Office of Educational Assessment and Accountability (OEAA) *Professional Assessment and Accountability Practices for Educators* was approved by the State Board of Education in August 2005. This document establishes the “ground rules” for how each assessment is to be administered and is available at the OEAA website (www.michigan.gov/oeaa). It is recommended that the document be downloaded from the website and read in its entirety prior to the assessment window as it contains specific information for individuals based on assessment responsibilities.

Packaging and Return of Materials

Assessment materials come shrink-wrapped in numbered sets. Answer documents with preprinted student bar codes are sorted according to school option, either alphabetically or by class/group number within school, grade, and subject. Additional blank answer documents and assessment materials are included for new students. Accommodated materials will be received a week later than the regular assessment materials.

Districts are encouraged to complete and return assessment materials as early as possible during the assessment window. The contractor can then begin to scan and score student responses immediately. Please complete make-up assessments during the assessment window. **MEAP assessment booklets may not be copied or retained in schools. They must be kept in locked storage both before and after the assessments. They must be returned to MEAP Scoring Services as directed.**

All assessment materials (including Braille, enlarged-print, audio, and video versions) should be returned in **one shipment**. The deadline for returning all assessment materials is indicated on the inside front cover.

Contact Information

Michigan Educational Assessment Program (MEAP) coordinators and assessment administrators should read this manual in its entirety before staff are trained and the assessments begin. To promote the most effective flow of information, district MEAP coordinators are to be the primary contact for all district communications. If district MEAP coordinators have questions after reviewing this manual, they should contact one of the following:

- **MEAP Office**—for information about MEAP assessment administration procedures, content, scheduling, information about students with disabilities and appropriate assessments or accommodations, and information about the English Language Learner (ELL) program
Phone: 1-877-560-8378
Fax: 517-335-1186
website: www.michigan.gov/meap
E-mail: MEAP@michigan.gov
- **MEAP Scoring Services**—for information about ordering, receiving, packaging, or returning assessment materials
Phone: 800-204-4109
Fax: 319-358-4293
E-mail: meap@pearson.com

MEAP Assessment Administration

Valid and reliable MEAP assessments require that assessments are first constructed in alignment with Michigan content standards, then scored according to sound measurement principles. Sound assessment practices require that schools across the state administer all assessments in a consistent manner so that all students have a fair and equitable opportunity for a score that accurately reflects their achievement in each subject.

Schools play a key role in administering the MEAP assessments in a manner consistent with established procedures, monitoring the fair administration of the assessment, and working with the MEAP Office to address deviations from established assessment administration procedures. District and school faculty members play a key role in the fair and equitable administration of successful MEAP assessments. Please review the assessment procedures in this manual, follow the established assessment administration procedures carefully, and notify the district MEAP coordinator if a concern arises.

Assessment Administrators and Proctors

The MEAP assessments were designed to be administered, when possible, by the students' own teachers for the subject area being assessed. Depending on the number of students in each room, proctors may also be assigned to assist the assessment administrator. Assessment administrators and proctors are responsible for

- reading and becoming familiar with MEAP assessment administration procedures for the specific assessment cycle prior to the assessments.
- reading directions *exactly as they appear* in this manual to students, and answering questions about assessment directions.
- verifying that no unauthorized materials or equipment are being used during the assessments.
- moving throughout the room and ensuring that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer documents using only a No. 2 pencil.
- reporting instances of deviations in assessment administration or questionable student behavior to the building MEAP coordinator for early and fair resolution of any concerns.
- reviewing student information on answer documents for accuracy.

It is very important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors ***may not give help of any kind*** to students during the assessments. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions.

Complete information regarding the responsibilities of assessment administrators and proctors, including checklists, may be found in the document, *Professional Assessment and Accountability Practices for Educators*. This document establishes the “ground rules” for how each assessment is to be administered and is available at the OEAA website (www.michigan.gov/oeaa).

MEAP Assessment Schedule

The MEAP Fall 2007 Grades 3 - 9 assessment cycle is from October 8 - 26, 2007. Materials will be shipped to school districts approximately two weeks before the first day of the assessment cycle.

All Fall MEAP assessments are **untimed** and student-paced. Arrangements **must** be made to allow additional time during the same continuous session for students who require more time to complete these assessments.

Students should not be allowed to leave an assessment session for an extended length of time (i.e., lunch hour, leave for the rest of the school day due to illness) and allowed to resume testing. Contact the MEAP Office for instruction.

For planning purposes, the following times are recommended for each assessment session.

Content Area	Grade(s)	Section/Part	Recommended Time (Minutes)	Special Considerations
English Language Arts	3 thru 8	1A	50	1A and 1B are independent of each other
		1B	35	
		2	60	
		3A	40	Can be done in two sessions within 2 consecutive days
		3B	25	
		4	30	
Mathematics	3 thru 8	1	20-35	Non-calculator
		2	50	Calculators Allowed
		3	50	
Science	5 & 8	1	50	
		2	50	
Social Studies	6 & 9	1	50	
		2	50	

IMPORTANT: Suggested times do not include the time necessary:

- (1) To distribute assessment materials to students (dependent upon the number of students in the group to be assessed).
- (2) To read the assessment directions to students at the beginning of each section or part (approximately 5 to 10 minutes).

All assessments must be completed during the assessment cycle, and all materials must be returned by the appropriate deadline. (*See inside front cover.*)

Assessment booklets (including Braille, enlarged-print, audio, and video versions) are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. All materials must be returned after the assessments. **MEAP assessment booklets and student answer documents are secure documents and may not be copied or retained in schools. They must be kept**

in locked storage both before and after assessments. No person, other than students to be assessed, shall be allowed to review or take the assessment.

Students to Be Assessed

Michigan has made the commitment that all students must be assessed as required by state policy and federal law. All students who are enrolled in grades 3 through 9 must be given the opportunity to take all of the MEAP assessments administered in their grades. Students who are repeating a grade and who took MEAP assessments the previous year are to be assessed again.

Students with Disabilities

The IEP Team or Section 504 Plan are to determine how students with disabilities are assessed in each of the core content areas. According to federal law, the Individualized Education Plan (IEP) specifies whether or not a student with disabilities participates in each of the MEAP assessments or in an alternate assessment.

Keep in mind that accommodations may ONLY be used if (1) the student's IEP or Section 504 Plan indicates that they are appropriate for the student, AND (2) they reflect what the student routinely uses or how he or she routinely responds during instruction.

The MEAP assessment window allows adequate time for schools to administer assessments and to provide opportunities for make-up assessments. Some students may require appropriate and reasonable accommodation where such accommodations are necessary to measure achievement relative to State content standards. See accommodations, pp. 13 – 23.

English Language Learners

English language learners (ELL), also known as Limited English Proficient (LEP) students, are to participate in the State assessment programs. English language learners may be given assessment accommodations that are customarily used during normal classroom activities and assessment.

Further information regarding ELL assessment accommodations is provided on pages 13 – 23.

The U.S. Department of Education allows flexibility in the assessment participation of English Language Learners (ELL) who are “in their first year in U.S. public schools.” The “first year” is defined as the first “school year” that the student is enrolled. For the Fall 2007 MEAP assessments, this applies to English language learners entering a U.S. public school for the first time during the 2006-07 school year.

This flexibility specifies that during the student's first year of enrollment in a U.S. public school, the school has the option of not administering the English language arts (ELA) portion of the State assessment (MEAP or MI-Access) provided that the English Language Proficiency Assessment (ELPA) has been given to the student. ELPA participation counts toward the 95% participation rate requirement for Adequate Yearly Progress (AYP). The student must take the mathematics portion of the State assessment. The score will not count for AYP. To ensure accurate calculation of AYP, an ELL must have a date entered in the “*First Entered USA*” field of the student record on the OEAA Secure Site if the student has entered the U.S. within the past 12 months.

A student may be exempt from only one administration of the ELA portion of the MEAP or MI-Access. The science and the social studies portions of the State assessment are to be administered.

MEAP and MI-Access Assessments for Ungraded Students

Michigan State Board of Education policy, the No Child Left Behind Act of 2001, and the Individuals with Disabilities Education Act require that state-level assessments be administered to ALL students in required content areas. District policy determines grade assignments for students. However, when the district identifies a student as ungraded in the Single Student Record Database (such as some programs for students with disabilities and alternative education programs), the state will assign students to a specific grade based on the following table.

Student Age* in Ungraded Programs	Grade Assignment	Required Content Areas to be Assessed in Academic year 2007–2008 (MEAP and MI-Access)
9	3rd	-English Language Arts -Mathematics
10	4th	-English Language Arts -Mathematics
11	5th	-English Language Arts -Mathematics -Science**
12	6th	-English Language Arts -Mathematics -Social Studies**
13	7th	-English Language Arts -Mathematics
14	8th	-English Language Arts -Mathematics -Science**
15	9th	-Social Studies**
16	10th	
17	11th	-English Language Arts -Mathematics -Science** -Social Studies**
18	12th	

*Students must be these ages on or before December 1 of the school year in which the assessment is administered.

**For students with an IEP requiring an alternate assessment, the IEP Team will determine how the student is assessed in these content areas until the state develops MI-Access assessments in these content areas.

Assessment Administration Materials

Receipt of Materials

Fall 2007 MEAP assessment materials for Grades 3 – 9 will be delivered approximately two weeks before the assessment cycle begins. A packing list will be provided and shipments will include the following:

MEAP Assessment Administrator Manuals—One is supplied for each district and building MEAP coordinator and each assessment administrator. This manual is available online at www.michigan.gov/meap.

MEAP District and Building Coordinator Handbook—The MEAP District and Building Coordinator Handbook is a comprehensive guide that covers the responsibilities of the district and building MEAP coordinators and also contains specific instructions regarding online registration. The handbook is available online at www.michigan.gov/meap.

Assessment Booklets—Grade 3 students use a combined assessment booklet and answer document. In grades 4 - 9 one assessment booklet per student is supplied for each subject. Assessment booklets (including the grade 3 assessment booklet/answer document) are secure materials that must be carefully monitored and kept in **locked** storage while in schools. **All assessment booklets (including Braille, enlarged-print, audio, video, and translated versions) must be returned to MEAP Scoring Services. No copies shall be made of any assessment booklet or portion thereof. No person, other than students to be assessed, shall be allowed to review or take the assessment.**

Grade 4 - 9 Answer Documents—There are separate answer documents for English language arts (ELA), mathematics, science, and social studies. Answer documents will be preprinted or barcode labels will be shipped to districts. **Student answer documents may not be copied. Answers shall not be transcribed or recorded on any document other than a student answer document.**

Grade 3 Answer Documents/Test Booklets—The grade 3 document is a combined answer document/test booklet. Grade 3 answer documents/test booklets will not be preprinted. Schools will receive barcode labels to be affixed to each answer document. **Student answer documents may not be copied. Answers shall not be transcribed or recorded on any document other than a student answer document.**

Mathematics Overlay—One is supplied for each student taking the mathematics assessment.

MEAP School/Grade Header Sheets—One should be completed by the assessment administrator for each grade/subject assessed.

Class/Group ID Sheet—This is an optional form. One form should be completed for every teacher or building coordinator as determined by the district MEAP coordinator.

MEAP Security Compliance Forms—This form should be read and signed by all MEAP coordinators, administrators, proctors, accommodations providers, and others as necessary.

Orange “Special Handling” Envelopes—This should be used for the return of word processed or other documents needing special handling.

Return Materials Packet—This contains labels and instructions on returning the MEAP materials.

Immediately upon arrival of assessment materials, district or building MEAP coordinators should verify that sufficient quantities have been received. Any shortages of MEAP assessment materials should be reported to the district MEAP coordinator as soon as possible. The district MEAP coordinator is responsible for submitting additional orders. Assessment administrators should not open sealed assessment booklet packets until the first day of the assessment for a subject.

Assessment Accommodations

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. For some students, accommodations that are routinely used during instruction may be considered to be used during the administration of the MEAP assessments. The Office of Educational Assessment and Accountability (OEAA) provides an Assessment Accommodation Summary Table on pages 20 through 23. It identifies standard and nonstandard accommodations for the MEAP assessments for students with disabilities, Section 504 students, and/or for students with limited English proficiency (also referred to as English language learners, or ELL). The table has been approved by the State Board of Education. It was developed in consultation with districts, schools, and Michigan practitioners in the education of these students.

In general, the determination for the use of standard or nonstandard assessment accommodations must be documented in the student's school records. For students with disabilities, documentation must be documented in the student's Individualized Education Program (IEP). The documentation must be specific for *each* content area administered. For general education students who have a Section 504 Plan, the accommodations must be documented in the student's plan.

English language learners (ELL) may be given accommodations for MEAP assessments if the accommodations are customarily used during normal classroom activities and assessment. Decisions regarding appropriate accommodations for ELL may be determined in a number of ways. Districts with large populations of ELL may assign this responsibility to a coordinator or specialist at the administrative level who consults with the classroom teacher. In districts with small populations of ELL, the decision may be the responsibility of the classroom teacher and the district MEAP coordinator. The U.S. Department of Education allows flexibility for recently arrived students with limited English proficiency. See page 15 for additional information.

During Fall 2007, all MEAP assessments will have multiple forms administered in order to maximize the number of embedded field test items administered across the state. All accommodated versions of these assessments (Braille, enlarged print, audio CD's and cassettes, and translated video and DVD's) produced by the State will be produced using a Form 1 booklet for each content area. Unless there is a total loss of vision, each student using an audio version of an assessment must also have a regular printed copy of a Form 1 assessment booklet to use with the audio version. Accommodated versions of the assessments will be shipped with a Form 1 assessment booklet and blank answer document for the content area being assessed.

NOTE: Standard assessment accommodations do **not** change the construct that the assessment is measuring and **do** provide a valid score. Nonstandard accommodations change the construct that the assessment is measuring, rendering scores that are not valid. Students who use nonstandard assessment accommodations will NOT count as being assessed for the calculation of the No Child Left Behind participation rates for both the school and district and are counted as not proficient when calculating Adequate Yearly Progress (AYP).

A school cannot make AYP if it does not have a minimum participation rate of 95% for the entire school and each subgroup. Therefore, for students with disabilities, it is highly recommended that districts check to see how many IEPs indicate that a student is to use a nonstandard assessment accommodation. In light of the significant consequence of using nonstandard assessment accommodations, the IEP Team may find it prudent to review the use of nonstandard accommodations. Remember, this is an IEP Team decision! If there needs to be a change in what is stated in the IEP, the IEP can be amended using the Individualized

Addendum Manual Insertion. These documents can be found at www.mi.gov/ose-eis in the Administrative Forms, Guidelines & Procedures section.

All questions related to assessment accommodations for students with disabilities and Section 504 students should be directed to Peggy Dutcher, Coordinator of Assessment for Students with Disabilities (email: dutcherp@michigan.gov, or phone 517-241-4416).

All questions related to assessment accommodations for English language learners, also referred to as Limited English Proficient, should be directed to Marilyn Roberts, Director of the Office of Educational Assessment and Accountability (email: robertsm@michigan.gov, or phone 517-335-0567).

Audio Versions of Assessments

Only students whose IEP or Section 504 Plan specifies that the students routinely use audio accommodations may use the audio versions (compact discs or audiotapes) of the mathematics, science, and social studies MEAP assessments. Please note that there is no audio version of the writing sections of the English language arts (ELA) assessment because the directions and writing prompts are read aloud to all students. There is no audio version for the reading portion of the ELA assessments as it changes the construct being measured from reading to listening, making it a nonstandard accommodation.

To order additional audio versions of the assessments, the district MEAP coordinator should order online at www.michigan.gov/oeaa-secure.

The following instructions are to be used when administering audio versions of the assessments:

1. The assessments *must be administered to each student individually*, using equipment with a headset and counter if available or in a setting where the audio will not disturb other students.
2. Unless the student has a total loss of vision or needs the enlarged print version, students using the audio versions must have a printed copy of a Form 1 assessment booklet while they are taking the assessment. Make sure students indicate Form 1 on their answer documents as noted in the assessment directions.
3. Students should be able to use the equipment independently since this accommodation is used routinely in the classroom. Students may be assisted in playing the audio version, but may *not* be given any help with answering any assessment item.
4. Students who use the audio versions must use standard Fall 2007 answer documents, but may be given one of the following options:
 - Gridding their own answer documents
 - Marking answers in their assessment booklets and having a school staff member transcribe the answers into the answer documents
 - Indicating their responses to a certified school staff member who will then grid the answer documents
 - Braille their responses and have a certified school staff member transcribe the answers into the answer documents

5. The assessment administrator must read the directions from this *MEAP Assessment Administrator Manual* to the student exactly as written. Assessment directions are also included at the beginning of each audio version, but should be presented by the assessment administrator first so any questions the student has can be addressed.
6. Students who use the audio cassette version should set their audio equipment counters to “0” at the start of each assessment and should be encouraged to write the counter number in their assessment booklet whenever there is a question they wish to reconsider later in the assessment session.
7. The CD audio assessment contains item-by-item CD tracking. Any instructions or assessment item scenario information is included on the track for the subsequent item. For example, Track 1 contains all assessment information leading up to and including item 1. Track 2 contains item 2, Track 3 contains item 3, and so on.
8. Answer documents for students who used the audio versions of the assessments must be packaged and returned with the other answer documents.
9. Audio versions of the assessments are *secure materials* that must be returned at the end of the assessment window. ***No copies of these materials may be made, downloaded or retained.***

Video Versions of Assessments

Only English language learners (ELL) at the basic or lower intermediate proficiency levels are eligible to use video versions of MEAP assessments. When specified in the IEP or Section 504 Plan, students with disabilities are also eligible to use the video version of the MEAP assessments. In Fall 2007, videos are available in Spanish, Arabic, and English. Please note that there is no video version for the writing portions of the English language arts (ELA) assessment, as the directions and writing prompts are read aloud to all students. There is no video version for the reading portions of the ELA assessments as it will change the construct of what is being measured from reading to listening, making it a nonstandard accommodation.

- Spanish and Arabic video accommodations are an option for use with an English language learner who:
 - ✓ is at the basic or lower intermediate English language proficiency levels, and
 - ✓ whose dominant language is Arabic or Spanish, and
 - ✓ is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student’s native language in the school setting.
- English video accommodations that are read in English are an option for use with an English language learner who:
 - ✓ is at the basic or lower intermediate English language proficiency levels, and
 - ✓ is dominant in a language other than English.

When administering video versions of the assessments:

1. The assessments are to be administered to students, either individually or in small groups, in a setting where the video will not disturb other students.
2. Students using the video version must have a printed copy of a Form 1 assessment booklet while they are taking the assessment. **NOTE: Make sure students indicate Form 1 on their answer documents as noted in the assessment directions.**

3. Assessment directions are included at the beginning of each video version and the student will be shown how to mark bubbles on the separate answer document. The instructor will need to make sure that the student has marked the appropriate video accommodation bubble on the student answer document.
4. Each assessment question is marked on the DVD or videotape. This assists in rewinding to the appropriate place, if needed, during the assessment administration. If using a videotape, make sure it has been totally rewound prior to administering the assessment to a new student or group.

Videos are an optional accommodation. The district MEAP coordinator may order additional materials online at www.michigan.gov/oeaa-secure. When ordering, provide total numbers of student assessment materials needed by grade level, content area, and language (Spanish, Arabic, or English). Please note: This oral accommodation is provided for Form 1. All assessment booklets and answer documents are printed in English. Each school will receive one DVD or videotape per 20 students to be assessed.

Reading Assessments Aloud

Reading aloud the MEAP mathematics, science, or social studies assessment is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP, or for general education students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability and English language learners (see #43 in the Assessment Accommodation Summary Table).

When using this accommodation with appropriate students, the assessment(s) *must be administered to each student individually*.

Scribes, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is permissible. Students using one of these accommodations are to include specific instructions about punctuation, spelling, indentation, etc., for the writing assessment. Also, the use of a Braillewriter is permissible.

If a student uses a tape recorder, scribe, or Braillewriter as an assessment accommodation, a member of the school staff must transcribe the student's response into a regular answer document. Spelling, punctuation, indentation, etc., must be transcribed *exactly* as it was in the student's original response.

For students using the Braille version, it is important to grid the "Spec. Ed. – Braille" bubble on their answer document(s). Use the "Other" bubble on the student answer document(s) to indicate the student used a tape recorder or scribe as an accommodation.

Enlarged Print Versions of the Assessments

If a student uses an enlarged print version as an assessment accommodation, a member of the school staff must transcribe the student's response into a scannable answer document and returned along with other scorable materials. These transcribed answer documents do NOT need to be returned in the orange envelope. Spelling, punctuation, indentation, etc., must be transcribed *exactly* as it was in the student's original response.

For students using the enlarged print version, it is important to grid the "Spec. Ed. - Enlarged Print" bubble on their answer document(s).

Word Processors

The use of word processors is *only* permitted for students with disabilities who need that accommodation as defined in their IEP, or for general education students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability. Because the English language arts assessment assesses use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the “Other” bubble on the student answer document(s) to indicate the student used a word processor as a standard assessment accommodation. If the spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the nonstandard assessment accommodation bubble must be gridded.

Word-processed answers do *not* need to be transcribed into an answer document by school staff. Each word-processed page must be printed and identified with student and assessment identification information (student name and birth date; student’s state Unique Identification Code (UIC); school and district codes and names; assessment window, grade, and subject), or the student’s barcode label can be affixed to each word-processed page and inserted into an answer document that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer document.

All answer documents containing a word-processed insert must be shipped in an orange envelope marked “SPECIAL HANDLING AND/OR WORD-PROCESSED DOCUMENTS.” This envelope is provided to the district MEAP coordinators with their Return of Materials Kit. This envelope is to be placed on the top of the first of the school’s answer documents. Word-processed pages that are not returned in this manner cannot be scored.

Additional Paper

Additional paper may be used as an IEP or 504 assessment accommodation if a student needs additional space to write the equivalent of the space provided in the student answer document and it will not fit in the student’s answer document due to large handwriting. Each additional piece of paper must be identified with student and assessment identification information:

1. student name
2. birth date
3. the student’s Unique Identification Code (UIC)
4. school and district codes and names
5. assessment window
6. grade, content area, item number, or
7. affix student’s barcode label to each additional page

The additional pages must be inserted into the student’s answer document that has all required student identification information completed. Do not staple or otherwise attach additional pages to the answer document. Additional paper(s) that are returned without a completed student answer document cannot be processed.

All answer documents containing additional papers must be shipped in an orange envelope marked “SPECIAL HANDLING AND/OR WORD-PROCESSED DOCUMENTS.” This envelope is provided to the district MEAP coordinators with their Return of Materials Kit. This envelope is to be placed on the top of the first of the school’s answer documents.

Rapid Onset of Medical Disability

Prior to the MEAP assessments, a student may have rapid onset of a medical disability that warrants an assessment accommodation. For example,

- A few days prior to assessment, a student broke his/her arm. The student may need an assessment accommodation, either a word-processor or a scribe.
- A student has recently undergone surgery and is homebound or still in the hospital. The student may need to take the assessment at home or in the hospital with appropriate supervision of a school district professional.

In the case of rapid onset of a medical disability, MEAP asks the school’s principal or guidance counselor to document, for the student’s file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided. This is considered a standard accommodation and should be filled in appropriately on the student answer document.

Purpose of Assessment Accommodation Summary Table

The State Board of Education, at its June 2005 meeting, approved standard and nonstandard assessment accommodations for both the Michigan Educational Assessment Program (MEAP) and MI-Access (Michigan’s Alternate Assessment Program). The following provides a summary for Michigan educators, parents, and parties who are interested in the standard (S) and nonstandard (NS) accommodations for the MEAP for students eligible for special education, Section 504 students, and English language learners. The summary table of assessment accommodations is to be used by educators as a reference to determine if an assessment accommodation that has been determined appropriate for the student is a standard or nonstandard accommodation for the MEAP. It is *not* to be used as a checklist for determining *what* assessment accommodations should be used for a student.

Assessment Accommodation Consequences

It is important to know whether an assessment accommodation is standard or nonstandard since it can affect whether a school or district meets the requirements of the No Child Left Behind (NCLB) participation rates and Adequate Yearly Progress (AYP). At the school, district, and subgroup (ethnicity, economically disadvantaged, English language learners, and Students with Disabilities) levels, a minimum of 95% of the students enrolled in the grades being assessed must first participate in the state’s English language arts and mathematics assessments in order to make AYP.

A standard assessment accommodation is one that does not change the construct that the assessment is measuring. The score received by a student using a standard assessment accommodation counts when calculating NCLB participation rates. A nonstandard assessment accommodation *does* change what the assessment is measuring and results in an invalid score. For example, the MEAP reading assessment is intended to measure how well a student can read through decoding. Therefore, if the reading passages and items are read to a student, it becomes a listening assessment and not a reading assessment. Another example is the use of a calculator on any portion of the MEAP mathematics assessments where

calculators are not permitted. If a calculator is used on those portions of the assessment, it becomes a nonstandard assessment accommodation because it changes what the mathematics assessment is measuring. As a result, a student using a nonstandard assessment accommodation will *not* count as being assessed when calculating NCLB participation rates and is counted as not proficient when calculating AYP.

Assessment Accommodation Summary Table*Assessment accommodations not listed below are considered nonstandard.*

<i>Term</i>	<i>Explanation</i>
504	General education students who have Section 504 plans under the 1974 <i>Americans with Disabilities Act</i> (ADA)
ELL	English Language Learners
IEP	Individualized Education Program (special education student)
MEAP	Michigan Educational Assessment Program
NA	Not applicable
NS	Nonstandard assessment accommodation
S	Standard assessment accommodation

Assessment Accommodation		MEAP		
		IEP	504	ELL
Timing/Scheduling				
1.	Extended assessment time within reason (approximately 1½ times the estimated assessment time)	S	S	S
2.	Frequent or appropriate supervised breaks	S	S	S
3.	Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S
4.	Clock or method of informing students of remaining time	S	S	S
Setting				
5.	Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S
6.	Administration of the assessment in a Bilingual/English as a Second Language (ESL) setting	S	S	S
7.	Administration of the assessment in a special education setting	S	S	NA
8.	Provision for assessment administration at home when student is homebound or in a care facility when medically necessary, with appropriate supervision by a school district professional	S	S	NA
9.	Administration of assessment in a distraction-free space or alternate location (e.g., separate room or location within the room) with appropriate supervision	S	S	NA
10.	Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional	S	S	NA
11.	Administration of the assessment in a small group	S	S	S
12.	Administration of the assessment individually	S	S	NA
13.	Tools to assist with concentration	S	S	NA
14.	Qualified person familiar to the student administers the assessment	S	S	S
15.	Appropriate seating, special lighting, or furniture	S	S	NA
16.	Able to move, stand, or pace during assessment in a manner where others' work cannot be seen and is not distracting to others	S	S	S
17.	Background music or noise buffers	S	S	NA

Presentation			
18. Use of bilingual, word-for-word, non-electronic translation glossary for English Language Learners	S	S	S
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS
20. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NS	NS
21a. Use of screen reader for English language arts reading assessment	NS	NS	NA
21b. Use of screen reader for ELPA listening, writing, and speaking parts	NA	NA	NA
22. Use of an abacus	S	S	NA
23. Use of arithmetic tables	NS	NS	NS
24. Use of actual coins and bills	S	S	NA
25. Use of manipulatives for mathematics assessments, such as base-10 blocks	S	S	NA
26. Use of state-produced video or audio version of assessment, for English Language Learners, <u>read in English</u> for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the content areas of mathematics, science, and social studies. Also the writing section of the MEAP ELA or MI-Access ELA Expressing Ideas assessment.	S	S	S
27. Use of state-produced video or audio version of the assessment, for English Language Learners, <u>read in English</u> for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment.	NS	NS	NS
28. Use of state-produced video or audio version, for English Language Learners, of the mathematics, science, or social studies assessments <u>read in Arabic or Spanish</u> for a student whose dominant language is Arabic or Spanish and who is determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native languages in the school setting.	S	S	S
29. Reading all directions to the student in the <u>student's native language</u> , provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting.	S	S	S
30. Provision for student restatement of directions in the student's own words	S	S	S
31. Students asking for clarification of directions	S	S	S
32. Directions provided using sign language	S	S	NA

33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S
34. Administration of the assessment by person familiar to the student	S	S	S
35. Any assessment administration not directly supervised by a school district professional	NS	NS	NS
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NS	NS	NS
37. Administer assessment sections in any order for English language arts, science, and social studies	S	S	S
38. Administer assessment sections in any order for Mathematics	S	S	S
39. Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S
40. Emphasis on key words in directions	S	S	NA
41. Provide visual, auditory, or physical cues to student to begin, maintain, or finish task	S	S	NA
42. Reading aloud the MEAP reading components of the ELA assessment or the MI-Access accessing print assessment to the student	NS	NS	NS
43. Reading aloud the MEAP mathematics, science, and social studies assessments or the MI-Access mathematics assessment	S	S	S
44. Reading of mathematics, social studies, and science assessment content and questions to a student <u>in the student's native language</u> , provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting.	S	S	S
45. Sign the mathematics, science, and social studies assessments	S	S	NA
46a. Sign the English language arts assessments	NS	NS	NA
46b. Sign the ELPA Listening and Speaking parts	NA	NA	NA
46c. Sign the ELPA Reading and Writing parts	NA	NA	NA
47. Use of a page turner	S	S	NA
48. Placement of teacher/proctor near student	S	S	NA
49. Use of rulers as provided by the State	S	S	S
50. Use of adapted rulers, protractors, Braille, and large print rulers and protractors	S	S	NA
51. Use of list of formulae as provided by the state	S	S	S
52. Use of calculator/talking calculator on the noncalculator sections of the mathematics assessment	NS	NS	NA
53. Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment	S	S	S
54. Use of a calculator on the science and social studies assessments	S	S	S
55. Use of magnification devices	S	S	NA
56. Use of auditory amplification devices or special sound systems	S	S	NA

57. Use of closed circuit television	S	S	NA
58. Student's use of acetate-colored shield, highlighters, highlighter tape, page flags, and reading guides	S	S	S
59. Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	S	S	NA
60. State produced Braille and enlarged print versions of assessment	S	S	NA
61. State produced audio versions of the assessments	S	S	S
Response			
62. Responding in the student's native language to the constructed response items on assessments	NS	NS	NS
63. Oral responses	S	S	NA
64. Use of a scribe for constructed response items (student must indicate punctuation and format and spell all key words) for ELA assessments	S	S	NA
65. Use of a scribe for constructed response items for mathematics, science, and/or social studies assessments	S	S	S
66. Student dictates responses into a tape recorder and teacher transcribes response exactly as dictated for mathematics, science, and social studies assessments	S	S	NA
67a. Respond in sign language for English language arts	NS	NS	NS
67b. Respond in sign language for the ELPA Listening and Speaking parts	NA	NA	NA
67c. Respond in sign language for the ELPA Reading and Writing parts	NA	NA	NA
68. Respond in sign language for mathematics, science, and social studies assessments	S	S	S
69. Use of augmentative communication devices	S	S	NA
70. Use of computer or word processor with spell check, thesaurus, and grammar check <u>disabled</u> for ELA assessment	S	S	NA
71. Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for Mathematics, Science, and Social Studies	S	S	NA
72. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S
73. Use of Braillewriter	S	S	NA
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA
75. Adapted paper, lined or grid paper for recording answers	S	S	NA
76. Use of computers with alternative access for an alternative response mode	S	S	NA
77. Use of speech to text word processor for responses for English language arts	NS	NS	NA
78. Use of speech to text word processor for mathematics, science, and social studies	S	S	NA
79. Use of alternative writing position	S	S	NA
80. Use of special adaptive writing tools such as pencil grip or larger pencil	S	S	NA
81. Write directly in assessment booklet	S	S	S

Assessment Administration Guidelines

The purpose of the MEAP assessments is to accurately measure student achievement in English language arts, mathematics, science, and social studies. To accomplish this, school personnel administering the assessments play a crucial role. Assessment administrators can minimize problems that interfere with assessing students by following these guidelines:

- Maintain the security of all assessment materials before, during, and after the assessment, and between assessment sessions;
- Administer the assessments in a manner consistent with established assessment procedures;
- Establish assessment conditions that prevent opportunities for students to engage in questionable behaviors (intentional or unintentional);
- Review student information completed on answer documents for accuracy;
- Communicate with the district MEAP coordinator if questions or concerns arise.

Assessment Security

Assessment booklets (including Braille, enlarged-print, audio, video, and translated versions) are secure materials that must be carefully monitored. **MEAP assessment booklets are secure documents and may not be copied or retained in schools. They must be kept in locked storage both before and after the assessments and returned to MEAP Scoring Services as directed. No person, other than students to be assessed, shall be allowed to review or take the assessment.**

A sample of the MEAP Security Compliance Form is included on page 113 in this manual. This form is to be signed by each district and building MEAP coordinator, assessment administrator, assessment proctor, accommodations provider, and others as needed and returned to the MEAP Scoring Services along with the completed assessment materials.

Leaving the Room During the Assessment

Students are allowed to go to the restroom during the assessment, but it is best not to make a general announcement to that effect. Only one student may leave the assessment room at a time. Collect the assessment booklet and answer document from the student upon leaving and redistribute them to the student upon returning. ***Assessment administrators must never leave an assessment room unsupervised.***

Students who leave an assessment session for an extended length of time (i.e., lunch hour, remainder of the school day due to illness, etc.) should not be allowed to resume testing. Contact the MEAP Office for instruction.

Monitoring Assessment Administration

Assessment administrators and proctors are responsible for monitoring student activities during the assessment to make sure students are progressing through the assessments and are not confused about directions. During the assessment, make sure to:

- Distribute all materials to students. Check for appropriate assessment booklets and answer documents.
- Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store out of sight.

- Ensure that the only materials on students' desks and tables are those authorized for use in that part of the assessment.
- Administer the assessments according to the assessment administration manual.
- Read directions **exactly as they appear** in the administration manual to students. Answer questions about assessment directions as described in the administration manual.
- Monitor the assessment sessions by moving throughout the assessment room.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document using only a No. 2 pencil. Student responses are limited to the space provided in the answer document unless specified as an approved accommodation.
- Ensure that the assessment room is quiet during the entire assessment administration.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of questionable student behavior or deviations in assessment administration to the building assessment coordinator for early and fair resolution of any concerns.
- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, assessment administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.

Also consider the following:

- Are students marking their responses in the correct document (answer document versus the booklet)?
- Are students marking their responses in the correct section of the answer document?
- Are there a large number of erasures? Are students confused about the directions or having other problems?
- Are students doodling or marking randomly? Do they appear to be racing through the assessment? Students may underline, highlight, or write notes in their booklets only. Remind them of the importance of the assessment results.
- Are any students distracting others? If so, they should be moved to a separate assessment room.
- Are students working in the correct section of the assessment booklet? Students are not permitted to return to previously administered sections of an assessment after a session is complete. Students may *not* revisit assessment answers *for any reason* after assessment booklets and answer documents have been collected.

Administrative Errors During Assessment

If an administrative error occurs during assessment, it should be reported immediately to the MEAP Office by the District MEAP Coordinator. Phone 1-877-560-8378 or email MEAP@michigan.gov. The prompt reporting of an administrative error may allow a remedy to be implemented (administration of an emergency assessment to affected students, for example) that would allow the school and students to obtain valid scores.

Some examples of administrative errors include:

- Not allowing a student to complete the assessment.
- Failing to keep assessment materials secure at any time before, during, or after the assessment.
- Allowing students to be unsupervised during the assessment.

If there is any question about whether an administrative error has occurred, please contact the MEAP Office. The first concern of MEAP staff will be to assist the district in obtaining valid scores.

Prohibited Practices During Assessment

The “Student Unethical Practice” bubble on student answer documents is to be used to identify students who engage in prohibited behavior. In August 2005, the State Board of Education approved the Office of Educational Assessment and Accountability (OEAA) *Professional Assessment and Accountability Practices for Educators*. This document is available at the OEAA website (www.michigan.gov/oeaa). This document establishes the “ground rules” for how each assessment is to be administered. It is recommended that the document be downloaded from the website and read in its entirety as it contains specific information for individuals based on assessment responsibilities.

School personnel should review this section prior to administering the assessments. Students should also be informed of appropriate assessment practices. Students should also be made aware of prohibited assessment practices and the potential consequences. Inappropriate and prohibited student assessment practices include any of the following:

- Communicate or collaborate in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication.
- Copy another student’s answers, or request or accept any help from another person.
- Use any material or equipment that is not expressly permitted by the assessment administration manual.
- Answer an assessment question or any part of an assessment for another student, or provide assistance to another student before or while that student is taking a state assessment.
- Return to previously administered sections of the assessment after an assessment session is complete.
- Use prohibited calculator, communication, or information storage device (i.e., pager, cell phone, PDA, etc.).
- Engage in any other practice that has the intent of artificially affecting the student’s score or the score of another student.

All reasonable attempts should be made to redirect students with questionable activity. If the Assessment Administrator (or Assessment Proctor) observes a student who appears to be engaged in one or more of the prohibited behavior, the Assessment Coordinator should allow the suspected student(s) to finish the assessment and code the student’s answer document by filling in the “Unethical Practice” bubble. The Assessment Administrator is to immediately notify the building assessment coordinator of the suspected prohibited practice. An immediate preliminary investigation with appropriate documentation is to be conducted to determine if prohibited behavior occurred. The District Assessment Coordinator can be a valuable resource in the preliminary investigation and should be notified about any prohibited behavior.

The principal is to then notify the student and his or her parent or guardian of the alleged prohibited practice and provide them with a chance to respond.

If the principal determines that the student has not engaged in a prohibited practice, as reported, and notifies the OEAA in writing within 20 school days of the last day of the assessment cycle, the assessment score(s) will not be invalidated, the OEAA will restore the affected score(s). If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated. Adequate

Yearly Progress (AYP) requires the use of a valid assessment score. A student without a valid assessment score will be considered “not assessed” for AYP purposes.

The “Student Unethical Practice” bubble is NOT meant to be used for students who do not appear to be working hard on the test or otherwise not taking the test seriously. It is only intended for students engaging in prohibited behavior.

Student Labels and Student Answer Documents

Every student taking a MEAP assessment will have a separate answer document for English language arts (ELA), mathematics, science, and social studies. Grade 3 students use a combined assessment booklet and answer document. Answer documents will be delivered to schools in sufficient quantities based on student registration and the school's historical information allowing for an adequate coverage to accommodate any late registrants. The online registration process is to be used to produce barcode labels for students who do not have a preprinted label or answer document. Contact your district MEAP coordinator if you are not familiar with online registration.

Every used answer document *must* have a barcode label specific to the student.

Online Registration

Until materials are returned, students can be registered online using several different options on the OEAA Secure Site. Step-by-step instructions can be found on the login page (www.michigan.gov/oeaa-secure) of the website by clicking on the link entitled *OEAA Secure Site User Manual*.

- SRSD Copy
- Student Test Cycle Copy
- One Student at a Time
- Pre-ID File Import Process
- Adding a New Assessment Cycle to an Existing Student

Student Answer Documents

It is very important that students are using the answer document that corresponds to the assessment being administered. For example, do not use a grade 4 mathematics answer document when administering the grade 5 science assessment.

There are several boxes on student answer documents with “*School Use Only*” coding. Schools decided whether these circles are filled in.

Research I and II Fields – In addition to the usual school and district summaries, research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

- a. Is there a relationship between the number of years students have attended school in our district and their test scores?
- b. Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B vs. reading program C, etc.?
- c. Do students in nongraded classrooms score differently from students in “conventional” classrooms?

The following three important points should be considered before deciding to use research codes:

- a. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. Each student may enter one response per code on his or her answer document (one response in the Report I column and one response in the Report II column).
- b. Coding information must be provided to building MEAP coordinators and assessment administrators if students are to code their own answer documents.
- c. Districts may elect to use one or both of the Research Report options at any or all of the grades assessed.

Accommodations

The accommodations section of the “*School Use Only*” area on student answer documents is used to identify the accommodation as required by the No Child Left Behind Act of 2001.

The English language arts answer documents provide the opportunity to identify specific accommodations used for students on different parts of the ELA assessment. Answer documents for mathematics, science and social studies list the same accommodations, in addition to use of an audio version of the assessment for use with special education students. Mark all that apply.

English Language Learner (ELL) Students

English Video – A student who used the English video version of the assessment (mathematics, science, social studies, and writing portion of the ELA).

Spanish Video – A student who used the Spanish video version of the assessment (mathematics, science, and social studies only).

Arabic Video – A student who used the Arabic version of the assessment (mathematics, science, and social studies only).

Reading in English – A student who had the assessment read in English (mathematics, science, and social studies only).

Reading in Native Language – A student who had the assessment and directions read in a native language other than English (mathematics, science, and social studies only).

Other – A student who used other standard accommodations.

Students with Disabilities:

Braille – A student who has used the Braille version of the assessment.

Enlarged Print – A student who has used the enlarged print version of the assessment.

Audio – A student who has used the audio version of the assessment. There is no audio version of the English language arts assessment.

Other – A student who used other standard accommodations.

Nonstandard Accommodations - Any student who receives a nonstandard accommodation on the assessment must have this circle filled in on their answer document. (See Assessment Accommodations beginning on page 13.)

Report Codes have been included in the box marked “*School Use Only*.” Schools decide whether these circles are completed, using the following guidelines. Mark all that apply.

Home Schooled – If an assessed student is home schooled, fill in the “Home Schooled” circle. This will ensure that home-schooled students’ scores will not be included in the district or school reports. Home-schooled students are not required to take the MEAP assessments, but may test during the district’s assessment window. Home-schooled students should contact their local school district for assessment information. Public school districts are required to administer the MEAP assessments to home-schooled students who reside in their district and wish to test. Districts will receive separate reports for a home-schooled student, plus a parent report. The parent report should be forwarded to the parents of the home-schooled student.

Formerly Limited English Proficient (LEP) – A student is designated as formerly LEP when he or she is no longer designated LEP by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the LEP designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121)

Homeless – A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Student Unethical Practice – See definition for use of the “Unethical Practice” bubble on page 26 of this manual.

Spanish – Used to identify native language for ELL or FLEP students.

Arabic – Used to identify native language for ELL or FLEP students.

Chaldean – Used to identify native language for ELL or FLEP students.

Other Language – Used to identify native language for ELL or FLEP students.

Birth Date

Students are given instructions to fill in their date of birth at the time of the assessment.

Class/Group Number

This optional information allows districts and schools to receive reports organized by class or group designation(s). This is an optional field. It is the decision of the school or district to use this option and to define class/group numbers that are most useful to the district or school. Contact your district MEAP coordinator for your 4-digit class/group number.

Assessment Date

Students are given instructions to fill in the assessment date at the time of the assessment. If an assessment is administered over more than one day, the first date the subject area assessment was administered should be completed.

Form

Students are given instructions to fill in the form number from the front of their assessment booklet at the time of the assessment.

Assessment Administrator Directions: Grade 3 English Language Arts (ELA) Assessment

This *MEAP Assessment Administrator Manual* contains detailed assessment administration procedures. It also contains appropriate and inappropriate assessment preparation and administration guidelines, and other valuable tips and instructions. It is important that assessment administrators review this entire manual before administering the assessment.

It is particularly important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors ***may not give help of any kind*** to students during this assessment. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions. These activities are inappropriate and will result in assessment scores being invalidated.

Needed by Assessment Administrators:

- MEAP Assessment Administrator Manual, Grades 3 - 9, Fall 2007
- Grade 3 English Language Arts Booklet (labeled “Answer Document” on the cover)*

Needed by Students:

- Grade 3 English Language Arts Booklet (labeled “Answer Document” on the cover)*
- No. 2 Pencil

NOTE: The Fall 2007 Grade 3 booklet (labeled “Answer Document” on the front cover) is the test booklet and answer document combined into a single booklet. Students will record all their answers directly in these booklets.

Assessment booklets are secure materials that must be carefully monitored. These materials must be kept in ***locked*** storage while in schools. Students may underline, highlight or write notes in their assessment booklets. ***No scrap paper or additional sheets of paper may be used unless specified as an assessment accommodation.***

Students are not allowed to use dictionaries or other reference materials during any part of this assessment.

*There are 10 different forms of the Grade 3 English Language Arts assessment that will be “spiraled” in sets within schools. A school will receive either a set of ELA Forms 1 - 6 or a set of ELA Forms 7 - 10. (Students taking an accommodated version of the assessment will be using Form 1.) The assessment form number is listed near the top of the booklet.

Assessment Length

This assessment is untimed and student-paced. Students must be given as much time as needed during the *same continuous session* to complete the assessment session being administered. Since the Parts are not thematically linked, they do not need to be administered in the order given in this manual. For planning purposes, the following times are recommended for each assessment session:

Part 1A: Writing from Knowledge and Experience	50 minutes (approximately)
Part 1B: Student Writing Samples	35 minutes (approximately)
Part 2:	60 minutes (approximately)
Part 3A: Paired Reading Selections	40 minutes (approximately)
Part 3B: Response to the Paired Reading Selections	25 minutes (approximately)
<i>Note: Part 3A and Part 3B should be administered as closely together as possible (e.g., same day with a break, morning/afternoon, two consecutive days.)</i>	
Part 4: Independent Reading Selection	30 minutes (approximately)

Additional time is necessary to distribute materials, read assessment directions to students at the beginning of each session, and collect assessment materials at the end of each session.

Directions

Passages printed in boldface and preceded by the word **SAY** are instructions to students and are to be read aloud *exactly as they are written*. (The italicized instructions to the assessment administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions and answer questions as necessary. When referring to a particular section or to a new section of the test booklet, hold the item up and point to the proper area to help students find their place.

Beginning the MEAP Grade 3 English Language Arts (ELA) Assessment

Distribute an English Language Arts booklet to every student. There is sufficient space in the booklet for students to provide a correct and complete response to each writing prompt. No additional papers may be used for any part of this assessment unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: Your booklet has been sealed to prevent it from being opened. Do not remove the security seal or open your booklet until told to do so.

During the assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, calculators, digital media players (e.g., iPods), etc. The only items you should have on your desk or table are your booklet and No. 2 pencils. All answers must be written in your booklet/answer document using a No. 2 pencil only.

Make sure you have the MEAP Fall 2007 Answer Document for Grade 3 English Language Arts. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

Please make sure each student has his or her own assessment booklet before testing begins. If the student's name is misspelled, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank test booklet. Immediately notify the building MEAP coordinator who can help you resolve this problem after testing is completed. Assessment administration may proceed.

SAY: Look at the top of your test booklet. Print your name (no nicknames) on the first line. Print your teacher's full name on the second line. Next to the word "School," print your school's name (do not use abbreviations). Next to the word "District," print your district's name (do not use abbreviations).

Instruct students to give the full name of the teacher, school and district. Give students time to complete this information.

SAY: Also on the cover page of your Answer Document, find box 4 labeled “Birth Date.” In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the day you were born. Write the number for the day you were born (two digits) in the spaces provided and fill in the corresponding circles below. The last two columns are for the year you were born. Write the last two digits of the year you were born in the spaces provided and fill in the corresponding circles below.

Give students time to complete this information and assist them in filling in the correct numbers and circles.

If your school or district has made the decision to use the Class/Group Number, post the 4-digit number so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for box 5. Note: If the assigned “Class/Group Number” is less than 4 digits, fill in with leading zeros. If your school or district is NOT using the Class/Group Number, please skip to box 6 “Assessment Date” directions.

SAY: Now find box 5 labeled “Class/Group Number.” I have written the 4-digit number for you to use to complete this box. Please write in the 4-digit number in the spaces provided and fill in the corresponding circles using a No. 2 pencil.

Give students time to complete this information and assist them in filling in the correct numbers and circles.

SAY: Next find box 6 entitled “Assessment Date.” Please write in today’s date and fill in the corresponding circles using a No. 2 pencil. The first column is for the month. The next two spaces are for today’s date. The year is already provided.

Inform students of the correct date (which is the first date the assessment is administered) and assist them in filling in the circles.

SAY: Now find box number 7, labeled “Form.” Look at the top of your booklet. Above the line where you wrote your name, you will see the word “Form” and a number. In box number 7 on your answer document, please write the number of the form found at the top of your booklet in the space provided and fill in the corresponding circle using a No. 2 pencil.

Assist students in finding the form number on the front of their booklets and in filling in the correct circle.

SAY: You may now remove the security seal from your booklet.

Proceed to the directions for the first Part of the MEAP Grade 3 English Language Arts assessment that you are administering.

Directions for Part 1A: Writing from Knowledge and Experience - All Forms

*Remind students to put away all other materials. Dictionaries and other reference materials may **NOT** be used during any part of the assessment.*

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items.

Open your assessment booklet to Part 1A, found on page 1. Read the directions silently while I read them aloud.

You will be given a theme and a number of ways to write about it. You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for this test.

Use this checklist to help you with your response. Your response must be written with a No. 2 pencil on the lines on pages 3 and 4. Only the writing on the two lined pages will be scored. No additional sheets may be used.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

Silently read the prompt on the next page.

Give students time to read the prompt in their booklets.

SAY: Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions. If a student asks for help with reading a word in this prompt, you may read the word to the individual student.

SAY: You may now begin.

After approximately 50 minutes, or when most or all of the students have completed this part,

SAY: It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 1B: Student Writing Samples - All Forms

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient

space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seate, on the floor, etc.).

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your assessment booklet to Part 1B, found on page 7. Read the directions silently as I read them aloud.

You will read two student writing samples and answer some questions. You may look back at the student writing samples as often as needed. You will be reading everything in Part 1B silently.

You may underline, highlight, or write notes in this booklet. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

Please raise your hand if you do not understand these directions.

Answer any questions students have regarding the directions.

SAY: After the multiple-choice questions, you will continue on to a section called “Peer Response to Student Writing Sample #2.” Read the directions and question silently. Make sure that you answer the question in the box clearly and completely using a No. 2 pencil. You will need to support your answer with details from Sample #2.

If you have any questions when you reach the Peer Response, please raise your hand and I will come to you to answer your individual questions.

You may begin.

After approximately 35 minutes, or when most or all of the students have completed this part,

SAY: It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 2A: of the Grade 3 ELA Assessment - Forms 1 - 6 only

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The following directions are for students using Forms 1 - 6 of the ELA assessment. If your school has received Forms 7 - 10 of the ELA assessment, please skip to the directions for Forms 7 - 10.

SAY: Please look at the cover of your booklet and raise your hand if your booklet does NOT have Form 1, 2, 3, 4, 5, or 6 on it.

Be sure that all students are using a correct form (1, 2, 3, 4, 5, or 6) for the following directions.

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your assessment booklet to Part 2A found on page 19. Read the directions silently while I read them aloud.

You will read two selections and answer some questions. You may look back at these two selections as often as needed during Part 2.

You may underline, highlight, or write notes in your test booklet to help you. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

If you do not understand these directions, please raise your hand.

Answer any questions the students have regarding the directions.

SAY: You may now begin.

After approximately 40 minutes, or when most or all of the students have completed this part,

SAY: It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions Part 2B of the Grade 3 ELA Assessment - Forms 1 - 6 only

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The following directions are for students using Forms 1 - 6 of the ELA assessment. If your school received Forms 7 - 10, please skip to the directions for Forms 7 - 10.

The directions for Part 2B will begin on a different page number depending on which form is being administered. Assessment administrators need to direct students to the appropriate page in their booklets based on the form students are using.

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your assessment booklet to Part 2B. If you are using Forms 1 or 2 turn to page 33; if you are using Forms 3, 4, 5, or 6 turn to page 35.

Read the directions silently while I read them aloud.

Think about *both* of the selections in Part 2A as you answer the question on the next page. You may look back at the selections as often as needed.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

Use this checklist to help you with your response. Your response must be written on the lines on pages 34 and 35 or 36 and 37. Only the writing on the two lined pages will be scored. No additional sheets may be used.

CHECKLIST:

- _____ Do I take a position and clearly answer the question I was asked?
- _____ Do I support my answer with specific examples and details from *both* reading selections?
- _____ Do I show how the two reading selections are alike or connected?
- _____ Is my response complete?

Silently read the question in the box on the next page.

Give students time to read the question.

SAY: Remember to explain your answer using specific examples and details from both reading selections. Be sure to show how the two reading selections are alike or connected.

If you do not understand these directions, please raise your hand.

Answer any questions the students have regarding the directions.

SAY: You may now begin.

After approximately 25 minutes, or when most or all of the students have completed this part,

SAY: It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 2A of the Grade 3 ELA Assessment - Forms 7 - 10 only

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The following directions are for students using Forms 7 - 10 of the ELA assessment. If your school received Forms 1 - 6, please use the directions for Forms 1 - 6.

SAY: Please look at the cover of your booklet and raise your hand if your booklet does NOT have Form 7, 8, 9, or 10 on it.

Be sure that all students are using a correct form (7, 8, 9, or 10) for the following directions.

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your booklet to Part 2A, found on page 19. Read the directions silently while I read them aloud.

Read the following selection and answer the questions that follow. You may look back at the selection as often as needed.

You may underline, highlight, or write notes in this booklet to help you. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for this test.

If you do not understand these directions, please raise your hand.

Answer any questions the students have regarding the directions.

SAY: You may now begin.

After approximately 25 minutes, or when most or all of the students have completed this part,

SAY: It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 2B of the Grade 3 ELA Assessment - Forms 7 - 10 only

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The following directions are for students using Forms 7 - 10 of the ELA assessment. If your school received Forms 1 - 6, use the directions for Forms 1 - 6.

The directions for Part 2B will begin on page 27 in Forms 7 - 10. Assessment administrators need to direct students to the appropriate page in their booklets based on the form students are using.

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your booklet to Part 2B, found on page 27. Read the directions silently while I read them aloud.

You will read two student writing samples and answer some questions. You may look back at the student writing samples as often as needed. You will be reading everything in Part 2B silently.

You may underline, highlight, or write notes in this booklet. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

If you do not understand these directions, please raise your hand.

Answer any questions the students have regarding the directions.

SAY: After the multiple-choice questions, you will continue on to a section called “Peer Response to Student Writing Sample #2.” Read the directions and the question silently. Make sure that you answer the question in the box clearly and completely. You will need to support your answer with details from Sample #2.

If you have any questions when you reach the Peer Response, please raise your hand and I will come to you to answer your individual questions.

You may begin.

After approximately 35 minutes, or when most or all of the students have completed this part,

SAY: It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 3A: Paired Reading Selections - All Forms

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The directions for Part 3A will begin on a different page number depending on which form is being administered. Assessment administrators need to direct students to the appropriate page in their booklets based on the form students are using.

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your English Language Arts assessment booklet to Part 3A. If you are using Forms 1, 2, 7, 8, 9, or 10 turn to page 39; if you are using Forms 3, 4, 5, or 6 turn to page 41.

SAY: Read the directions silently while I read them aloud.

You will read two selections and answer some questions. You may look back at these two selections as often as needed during Part 3.

You may underline, highlight, or write notes in your test booklet to help you. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: You may begin.

After approximately 40 minutes, or when you think most students have had sufficient time to complete this part,

SAY: It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 3B: Response to the Paired Reading Selections - All Forms

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The directions for Part 3B will begin on a different page number depending on which form is being administered. Assessment administrators need to direct students to the appropriate page in their booklets based on the form students are using.

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your English Language Arts assessment booklet to Part 3B. If you are using Forms 1, 2, 7, 8, 9, or 10 turn to page 55; if you are using Forms 3, 4, 5, or 6 turn to page 57.

SAY: Read the directions silently while I read them aloud.

Think about both of the selections in Part 3A as you answer the question on the next page. You may look back at the selections as often as needed.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

Use this checklist to help you with your response. Your response must be written on the lines on pages 56 and 57 or pages 58 and 59. Only the writing on the two lined pages will be scored. No additional sheets may be used.

CHECKLIST:

- _____ **Do I take a position and clearly answer the question I was asked?**
- _____ **Do I support my answer with specific examples and details from *both* reading selections?**
- _____ **Do I show how the two reading selections are alike or connected?**
- _____ **Is my response complete?**

Silently read the question in the box on the next page.

Give the students time to silently read the question.

SAY: Remember to explain your answer using specific examples and details from both reading selections. Be sure to show how the two reading selections are alike or connected.

If you do not understand these directions, please raise your hand.

Answer any questions the students have regarding the directions.

SAY: You may now begin.

After approximately 25 minutes, or when most or all of the students have completed this part,

SAY: It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 4: Independent Reading Selection - All Forms

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The directions for Part 4 will begin on a different page number depending on which form is being administered. Assessment administrators need to direct students to the appropriate page in their booklets based on the form students are using.

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your English Language Arts assessment booklet to Part 4. If you are using Forms 1, 2, 7, 8, 9, or 10 turn to page 61; if you are using Forms 3, 4, 5, or 6 turn to page 63.

Read the directions silently while I read them aloud.

Read the following selection and answer the questions that follow. You may look back at the selection as often as needed.

You may underline, highlight, or write notes in this booklet to help you. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for this test.

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: You may begin.

After approximately 30 minutes, or when you think most students have had sufficient time to complete this part,

SAY: It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Assessment Administrator Directions: Grades 4, 5, 6, 7, and 8 English Language Arts (ELA) Assessment

This *MEAP Assessment Administrator Manual* contains detailed assessment administration procedures. It also contains appropriate and inappropriate assessment preparation and administration guidelines, and other valuable tips and instructions. It is important that assessment administrators review this entire manual before administering the assessment.

It is particularly important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors **may not give help of any kind** to students during this assessment. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions. These activities are inappropriate and will result in assessment scores being invalidated.

Needed by Assessment Administrators:

- MEAP Assessment Administrator Manual, Grades 3-9, Fall 2007
- Grade Appropriate English Language Arts Answer Document

Needed by Students:

- Grade 4 - 8 English Language Arts Booklet
- Grade 4 - 8 ELA Answer Document
- No. 2 Pencil

Assessment booklets are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may underline, highlight or write notes in their assessment booklets. **No scrap paper or additional sheets of paper may be used unless specified as an assessment accommodation.** Students are **not** allowed to use dictionaries or other reference materials during any part of this assessment.

There are 10 different forms of the Grade 4 - 8 English Language Arts assessment that will be “spiraled” in sets within schools. A school will receive either a set of ELA Forms 1 - 6 or a set of ELA Forms 7 - 10. (Students taking an accommodated version of the assessment will be using Form 1.) The assessment form number is listed in the upper left-hand corner of the booklet. There is only one answer document for each grade level.

Assessment Length

This assessment is untimed and student-paced. Students must be given as much time as needed during the *same continuous session* to complete the assessment session being administered. Since the Parts are not thematically linked, they do not need to be administered in the order given in this manual. For planning purposes, the following times are recommended for each assessment session:

Part 1A: Writing from Knowledge and Experience	50 minutes (approximately)
Part 1B: Student Writing Samples	35 minutes (approximately)
Part 2:	60 minutes (approximately)
Part 3A: Paired Reading Selections	40 minutes (approximately)
Part 3B: Response to the Paired Reading Selections.....	25 minutes (approximately)
<i>Note: Students must take Part 3A before taking Part 3B. Part 3A and Part 3B should be administered as closely together as possible (e.g., same day with a break, morning/afternoon, or two consecutive days).</i>	
Part 4: Independent Reading Selection	30 minutes (approximately)

Additional time is necessary in each session to distribute materials, read assessment directions to students at the beginning of the session, and collect assessment materials at the end of the session.

Directions

Passages printed in boldface and preceded by the word **SAY** are instructions to students and are to be read aloud *exactly as they are written*. (The italicized instructions to the assessment administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions and answer questions as necessary. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

Beginning the Assessment

Distribute an English Language Arts booklet and an answer document to every student. There is sufficient space in the Answer Document for students to provide a correct and complete response to each writing prompt. No additional papers may be used for any part of this assessment unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

When reading assessment directions to students, assessment administrators should refer to the appropriate grade level of the assessment being administered (e.g., Grade 4, Grade 5, etc.).

SAY: Your booklet has been sealed to prevent it from being opened. Do not remove the security seal or open your booklet until told to do so.

During the assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, calculators, digital media players (e.g., iPods), etc. The only items you should have on your desk or table are your test booklet, answer document, and No. 2 pencils. All answers must be written in your answer document using a No. 2 pencil only.

Make sure you have the MEAP Grade (4, 5, 6, 7, or 8) English Language Arts Booklet for Fall 2007. Write your name on the cover of the assessment booklet in the upper right-hand corner using a No. 2 pencil.

Please look at your Fall 2007 Answer Document for Grade (4, 5, 6, 7, or 8) English Language Arts. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

Please make sure each student has his or her own answer document before testing begins. If the student's name is misspelled, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank answer document. Immediately notify the building MEAP coordinator who can help you resolve this problem after testing is completed. Test administration may proceed.

SAY: Look at the top of your answer document. Print your name (no nicknames) on the first line. Print your teacher's full name on the second line. Next to the word "School," print your school's name (do not use abbreviations). Next to the word "District," print your district's name (do not use abbreviations).

Instruct students to give the full name of the teacher, school, and district (do not use abbreviations). Give students time to complete this information.

SAY: Also on the cover page of your Answer Document, find box number 4 labeled "Birth Date." In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the day you were born. Write the number for the day you were born (two digits) in the spaces provided and fill in the corresponding circles below. The last two columns are for the year you were born. Write the last two digits of the year you were born in the spaces provided and fill in the corresponding circles below.

Give students time to complete this information and assist them in filling in the correct numbers and circles.

If your school or district has made the decision to use the Class/Group Number, post the 4-digit number so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for box 5. If your school or district is NOT using the Class/Group Number, please skip to the directions for box number 6 "Assessment Date." Note: If the assigned "Class/Group Number" is less than 4 digits, fill in with leading zeros.

SAY: Now find box number 5 labeled "Class/Group Number." I have written the 4-digit number for you to use to complete this box. Please write in the 4-digit number in the spaces provided and fill in the corresponding circles using a No. 2 pencil.

Give students time to complete this information and assist them in filling in the correct numbers and circles.

SAY: Next, on the front of your answer document, find box number 6, labeled "Assessment Date." Please write in today's date and fill in the corresponding circles using a No. 2 pencil. The first column is for the month. The next two spaces are for today's date. The year is already provided.

Inform students of the correct date (which is the first date the assessment is administered) and assist them in filling in the correct circles.

SAY: Now find box number 7, labeled "Form." Look at the front cover of your booklet. In the upper left-hand corner, next to the line where you wrote your name, you will see the word "Form" and a number. In box number 7 on your answer document, please write the number of the form found on the front cover of your booklet in the space provided and fill in the appropriate circle using a No. 2 pencil.

Assist students in finding the form number on the front of their booklets and in filling in the correct circle.

SAY: You may now remove the security seal from your booklet.

Proceed to the directions for the first Part of the MEAP Grade 4 - 8 English Language Arts assessment that you are administering.

Directions for Part 1A: Writing from Knowledge and Experience - All Forms

*Remind students to put away all other materials. Dictionaries and other reference materials may **NOT** be used during any part of the assessment.*

SAY: During this part, I can help you understand the directions, but I cannot help you answer any of the items.

Open your English Language Arts booklet to page 1. Read the directions silently while I read them aloud.

You will be given a theme and a number of ways to write about it.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test. Use only a No. 2 pencil.

Silently read the prompt on the next page.

Use the checklist for Part 1A to help with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 1A of your Answer Document. Only the writing in your Answer Document will be scored. No extra sheets may be used.

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions. If a student asks for help with reading a word in this prompt, you may read the word to the individual student.

SAY: You may begin.

After approximately 50 minutes, or when you think most students have had sufficient time to complete this part,

SAY: It is time now to stop. Please close your booklets and answer documents, and put down your pencils. Remain quietly in your seats until all materials have been collected.

Follow the instructions under “Ending an Assessment Session” on page 103 in this manual.

Directions for Part 1B: Student Writing Samples - All Forms

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: During this part, I can help you understand the directions, but I cannot help you answer any of the items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your English Language Arts booklet to page 7. Read the directions silently while I read them aloud.

You will read two student writing samples and answer some questions. You may look back at the student writing samples as often as needed. You will be reading everything in Part 1B silently.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 1B of your Answer Document. Use only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

SAY: Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: After the multiple-choice questions, you will continue on to a section called “Peer Response to Student Writing Sample #2.” Read the directions and the question silently. Make sure that you answer the question in the box clearly and completely. You will need to support your answer with details from Sample #2.

If you have any questions when you reach the Peer Response, please raise your hand and I will come to you to answer your individual questions.

You may begin.

After approximately 35 minutes, or when you think most students have had sufficient time to complete this part,

SAY: It is time now to stop. Please close your booklets and answer documents, and put down your pencils. Remain quietly in your seats until all materials have been collected.

Follow the instructions under “Ending an Assessment Session” on page 103 in this manual.

Directions for Part 2A of the Grades 4 - 8 ELA Assessment - Forms 1 - 6

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The following directions are for students using Forms 1 - 6 of the Grade 4 - 8 ELA assessment. If your school received Forms 7 - 10, please skip to the directions for Forms 7 - 10.

SAY: Please look at the cover of your booklet and raise your hand if your booklet does NOT have Form 1, 2, 3, 4, 5, or 6 in the upper left-hand corner.

Assessment administrators must ensure that all students are using the correct form (1, 2, 3, 4, 5, or 6) of the assessment for the following directions.

SAY: During this part, I can help you understand the directions, but I cannot help you answer any of the items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Note to Assessment Administrators: The ELA answer documents contain a Part 2 section only. They are not separated into Part 2A or 2B as stated in the student test booklets.

SAY: Open your English Language Arts booklet to Part 2A, found on page 19. There is a correction that must be made in the directions. In the second paragraph, where it says "... mark all of your answers in Part 2A ..." cross-out the letter "A". There is no Part 2A in your answer document.

Give students time to make this correction and assist them if necessary before continuing.

SAY: Now read the directions silently while I read them aloud.

You will read two selections and answer some questions. You may look back at these two selections as often as needed during Part 2.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2 of your Answer Document. Use only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: You may begin.

After approximately 40 minutes, or when you think most students have had sufficient time to complete this part,

SAY: It is time now to stop. Please close your booklets and answer documents, and put down your pencils. Remain quietly in your seats until all materials have been collected.

Follow the instructions for “Ending an Assessment Session” on page 103 in this manual.

Directions for Part 2B of the Grades 4 - 8 ELA Assessment - Forms 1 - 6 only

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The following directions are for students using Forms 1 - 6 of the Grade 4 - 8 ELA assessment. If your school received Forms 7 - 10, please skip to the directions for Forms 7 - 10.

The directions for Part 2B will begin on a different page number depending on the grade level and which form is being administered. Assessment administrators need to direct students to the appropriate page in their booklets based on the form students are using.

SAY: During this part, I can help you understand the directions, but I cannot help you answer any of the items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Note to Assessment Administrators: The ELA answer documents contain a Part 2 section only. They are not separated into Part 2A or 2B as noted in the student test booklets.

SAY: Open your English Language Arts booklet to Part 2B, found on page ____.

Grade 4: forms 1, 2, 5, or 6 go to page 33; forms 3 or 4 go to page 31

Grade 5: forms 1, 2, 5, or 6 go to page 33; forms 3 or 4 go to page 35

Grade 6: forms 1, 2, 5, or 6 go to page 31; forms 3 or 4 go to page 33

Grade 7: forms 1 or 2 go to page 35; forms 3 or 4 go to page 33; forms 5 or 6 go to page 31

Grade 8: forms 1, 2, 3, 4, 5, or 6 go to page 33

SAY: There is a correction that must be made in the directions. In the third paragraph, where it says “Your response must be written on the lines in Part 2B ...” - cross-out the letter “B”. There is no Part 2B in your answer document.

Give students time to make this correction and assist them if necessary before continuing.

SAY: Now read the directions silently while I read them aloud.

Think about *both* of the selections in Part 2A as you answer the question in the box below. You may look back at the selections as often as needed.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 2 of your Answer Document. Only the writing in your Answer Document will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

Silently read the question in the box below.

Give students time to silently read the question.

SAY: Remember to explain your answer using specific details and examples from both selections. Be sure to show how the two selections are alike or connected.

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: You may begin.

After approximately 25 minutes, or when you think most students have had sufficient time to complete this part,

SAY: It is time now to stop. Please close your booklets and answer documents, and put down your pencils. Remain quietly in your seats until all materials have been collected.

Follow the instructions for “Ending an Assessment Session” on page 103 in this manual.

Directions for Part 2A of the Grade 4 - 8 ELA Assessment - Forms 7 - 10 only

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment.

If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The following directions are for students using Forms 7 - 10 of the ELA assessment. If your school received Forms 1 - 6, please go to the directions for Forms 1 - 6.

SAY: Please look at the cover of your booklet and raise your hand if your booklet does NOT have Form 7, 8, 9, or 10 in the upper left-hand corner.

Assessment administrators must ensure that all students are using the correct form (7, 8, 9, or 10) of the assessment for the following directions.

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Note to Assessment Administrators: The ELA answer documents contain a Part 2 section only. They are not separated into Part 2A or 2B as stated in the student test booklets.

SAY: Open your English Language Arts booklet to Part 2A, found on page 19. There is a correction that must be made in the directions. In the second paragraph, where it says "... mark all of your answers in Part 2A ..." cross-out the letter "A". There is no Part 2A in your answer document.

Give students time to make this correction and assist them if necessary before continuing.

SAY: Now read the directions silently while I read them aloud.

You will read a selection and answer the questions that follow. You may look back at the selection as often as needed.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2 of your Answer Document. Use only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for this test.

If you do not understand these directions, please raise your hand.

Answer any questions the students have regarding the directions.

SAY: You may now begin.

After approximately 25 minutes, or when most or all of the students have completed this part,

SAY: It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending an Assessment Session" on page 103.

Directions for Part 2B of the Grade 4-8 ELA Assessment - Forms 7 - 10 only

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The following directions are for students using Forms 7 - 10 of the ELA assessment. If your school received Forms 1 - 6, use the previous directions for those forms.

The directions for Part 2B will begin on a different page number depending on the grade level and which form is being administered. Assessment administrators need to direct students to the appropriate page in their booklets based on the form students are using.

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Note to Assessment Administrators: The ELA answer documents contain a Part 2 section only. They are not separated into Part 2A or 2B as noted in the student test booklets.

SAY: Open your English Language Arts booklet to Part 2B, found on page ____.

Grade 4: forms 7 or 8 to to page 25; forms 9 or 10 go to page 27

Grade 5: forms 7, 8, 9, or 10 go to page 27

Grade 6: forms 7, 8, 9, or 10 go to page 27

Grade 7: forms 7, 8, 9, or 10 go to page 27

Grade 8: forms 7 or 8 go to page 25; forms 9 or 10 go to page 27

SAY: There is a correction that must be made in the directions. In the second paragraph, where it says "... mark all of your answers in Part 2B ..." cross-out the letter "B". There is no Part 2B in your answer document.

Give students time to make this correction and assist them if necessary before continuing.

SAY: Now read the directions silently while I read them aloud.

You will read two student writing samples and answer some questions. You may look back at the student writing samples as often as needed. You will be reading everything in Part 2B silently.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 2 of your Answer Document. Use only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

If you do not understand these directions, please raise your hand.

Answer any questions the students have regarding the directions.

SAY: After the multiple-choice questions, you will continue on to a section called “Peer Response to Student Writing Sample #2.” Read the directions and the question silently. Make sure that you answer the question in the box clearly and completely using only a No. 2 pencil. You will need to support your answer with details from Sample #2.

If you have questions when you reach the Peer Response, please raise your hand and I will come to you to answer your individual questions.

You may now begin.

After approximately 35 minutes, or when most or all of the students have completed this part,

SAY: It is time now to stop. Please close your assessment booklets, and put down your pencils. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 3A: Paired Reading Selections - All Forms

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The directions for Part 3A will begin on a different page number depending on the grade level and which form is being administered. Assessment administrators need to direct students to the appropriate page in their booklets based on the form students are using.

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your booklet to Part 3A, found on page ____.

Grade 4: forms 1, 2, 5, 6, 9, or 10 go to page 39; forms 3, 4, 7, or 8 go to page 37

Grade 5: forms 1, 2, 5, 6, 7, 8, 9, or 10 go to page 39; forms 3 or 4 go to page 41

Grade 6: forms 1, 2, 5, or 6 go to page 37; forms 3 or 4 go to page 39; forms 7, 8, 9, or 10 go to page 41

Grade 7: forms 1, 2, 7, 8, 9, or 10 go to page 41; forms 3 or 4 go to page 39; forms 5 or 6 go to page 37

Grade 8: forms 1, 2, 3, 4, 5, 6, 9, or 10 go to page 39; forms 7 or 8 go to page 37

SAY: Read the directions silently while I read them aloud.

You will read two selections and answer some questions. You may look back at these two selections as often as needed during Part 3.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 3A of your Answer Document. Use only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: You may begin.

After approximately 40 minutes, or when you think most students have had sufficient time to complete this part,

SAY: It is time now to stop. Please close your booklets and answer documents, and put down your pencils. Remain quietly in your seats until all materials have been collected.

Follow the instructions under “Ending an Assessment Session” on page 103 in this manual.

Directions for Part 3B: Response to the Paired Reading Selections - All Forms

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The directions for Part 3B will begin on a different page number depending on the grade level and which form is being administered. Assessment administrators need to direct students to the appropriate page in their booklets based on the form students are using.

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your booklet to Part 3B, found on page ____.

Grade 4: forms 1, 2, 5, 6, 9, or 10 go to page 55; forms 3, 4, 7, or 8 go to page 53

Grade 5: forms 1, 2, 5, 6, 7, 8, 9, or 10 go to page 53; forms 3 or 4 go to page 55

Grade 6: forms 1, 2, 5, or 6 go to page 51; forms 3 or 4 go to page 53; forms 7, 8, 9, or 10 go to page 55

Grade 7: forms 1, 2, 7, 8, 9, or 10 go to page 55; forms 3 or 4 go to page 53; forms 5 or 6 go to page 51

Grade 8: forms 1, 2, 3, 4, 5, 6, 9, or 10 go to page 51; forms 7 or 8 go to page 49

SAY: Read the directions silently as I read them aloud.

Think about *both* of the selections in Part 3A as you answer the question in the box below. You may look back at the selections as often as needed.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 3B of your Answer Document. Only the writing in your Answer Document will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

Silently read the question in the box below.

Give student time to read the prompt.

SAY: Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: You may begin.

After approximately 25 minutes, or when most or all of the students have completed this part,

SAY: It is time now to stop. Please close your booklets and answer documents, and put down your pencils. Remain quietly in your seats until all materials have been collected.

Follow the instructions under “Ending an Assessment Session” on page 103 in this manual.

Directions for Part 4: Independent Reading Selection - All Forms

If necessary, redistribute the English Language Arts booklet to students ensuring that each student receives the booklet with their name on it. Remind students to put away all other materials. Dictionaries

and other reference materials may NOT be used during any part of the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

The directions for Part 4 will begin on a different page number depending on the grade level and which form is being administered. Assessment administrators need to direct students to the appropriate page in their booklets based on the form students are using.

SAY: During this part, I can help you understand the directions, but I cannot give you help on any items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your booklet to Part 4, found on page ____.

Grade 4: forms 1, 2, 5, 6, 9, or 10 go to page 61; forms 3, 4, 7, or 8 go to page 59

Grade 5: forms 1, 2, 5, 6, 7, 8, 9, or 10 go to page 59; forms 3 or 4 go to page 61

Grade 6: forms 1, 2, 5, or 6 go to page 57; forms 3 or 4 go to page 59; forms 7, 8, 9, or 10 go to page 61

Grade 7: forms 1, 2, 7, 8, 9, or 10 go to page 61; forms 3 or 4 go to page 59; forms 5 or 6 go to page 57

Grade 8: forms 1, 2, 3, 4, 5, 6, 9, or 10 go to page 57; forms 7 or 8 go to page 55

SAY: Read the directions silently while I read them aloud.

You will read a selection and answer the questions that follow. You may look back at the selection as often as needed.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 4 of your Answer Document. Use only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

Please raise your hand if you do not understand these directions.

Answer any questions the students have regarding the directions.

SAY: You may begin.

After approximately 30 minutes, or when you think most students have had sufficient time to complete this part,

SAY: It is time now to stop. Please close your booklets and answer documents, and put down your pencils. Remain quietly in your seats until all materials have been collected.

Follow the instructions under “Ending an Assessment Session” on page 103 in this manual.

Assessment Administrator Directions: MEAP Grade 3 Mathematics Assessment

This *MEAP Assessment Administrator Manual* contains detailed assessment administration procedures. It also contains appropriate and inappropriate assessment preparation and administration guidelines, and other valuable tips and instructions. It is important that assessment administrators review this entire manual before administering the assessment.

It is particularly important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors **may not give help of any kind** to students during this assessment. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions. These activities are not acceptable and will result in assessment scores being invalidated.

Needed by Assessment Administrator:

- MEAP Assessment Administrator Manual, Grades 3 - 9, Fall 2007
- Calculators for Student Use (optional)
- Overlay Sheet

Needed by Student:

- Grade 3 MEAP Mathematics Booklet (labeled “Answer Document” on the cover)
- No. 2 Pencil
- Calculator
- Overlay Sheet

NOTE: The Fall 2007 Grade 3 assessment booklet (labeled “Answer Document” on the front cover) is the test booklet and answer document combined into a single booklet. Third grade students will record all their answers directly in these booklets.

Assessment booklets are secure materials that must be carefully monitored and kept in **locked** storage while in schools. Students may **not** use dictionaries or other reference materials during this assessment. Students may **not** use scratch paper or other devices not listed above unless specified as an assessment accommodation. Students may underline, highlight or write notes in their assessment booklets/answer document, but must be careful not to make any marks in the bubbles next to the answer options (A, B, or C).

Assessment Length

This assessment is **untimed** and student paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this assessment. For planning purposes, the following times are recommended for each assessment session:

Part 1	35 minutes (approximately)
Part 2	50 minutes (approximately)
Part 3	50 minutes (approximately)

Additional time is necessary to distribute materials, read assessment directions to students, and collect assessment materials at the end of each session.

Directions

Passages printed in boldface and preceded by the word **SAY** are instructions to students and are to be read aloud **exactly as they are written**. (The italicized instructions to the assessment administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions and answer questions as necessary. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

Beginning the MEAP Grade 3 Mathematics Assessment

*Distribute assessment materials, including overlays, to students. Remind students to put away all other materials, including dictionaries and other reference materials that may **not** be used during the assessment. There is sufficient space in the assessment booklet for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.*

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

*Students may **not** use calculators on Part 1 of this assessment.*

SAY: Your booklet has been sealed to prevent it from being opened. Do not remove the security seal or open your booklet until told to do so.

During the assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar or spelling book on this assessment. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a No. 2 pencil only.

Make sure that you have the Fall 2007 MEAP Answer Document for Grade 3 Mathematics. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

Please make sure each student has his or her own assessment booklet before the assessment begins. If the student's name is misspelled, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank assessment booklet. Immediately notify the building MEAP coordinator who can help you resolve this problem after the assessment is completed. Test administration may proceed.

SAY: Look at the top of your assessment booklet. Print your name (no nicknames) on the first line. Print your teacher's full name on the second line. Next to the word "School," print your school's name (do not use abbreviations). Next to the word "District," print your district's name (do not use abbreviations).

Instruct students to give the full name of the teacher, school, and district. Give students time to complete this information.

SAY: Also on the cover page of your answer document, find box 4 entitled "Birth Date." Please fill in the correct month, day, and year of your date of birth using a No. 2 pencil. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the date you were born. Write the numeral for the date you were born (two digits) in the spaces provided and fill in the corresponding circles. The last 2 columns are for the year you were born. Write the last two numerals of the year you were born in the spaces provided and fill in the corresponding circles.

Give students time to complete this information and assist them in filling in the correct numeral and circles.

If your school or district has made the decision to use the Class/Group Number, post the 4-digit numeral so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for Box 5. Note: If the assigned “Class/Group Number” is less than 4 digits, fill in with leading zeros. If your school or district is NOT using the Class/Group Number, please skip to box 6 “Assessment Date” directions.

SAY: Now find box 5 entitled “Class/Group Number.” I have written the numeral for you to use to complete this box. Please write this numeral in the spaces provided and fill in the corresponding circles using a No. 2 pencil.

Give students time to complete this information and assist them in filling in the correct numeral and circles.

SAY: Now find box 6 entitled “Assessment Date.” Please write in today’s date and fill in the corresponding circles using a No. 2 pencil. The first column is for the month. The next two spaces are for today’s date. The year is already provided.

Inform students of the correct date (which is the first date the assessment is administered) and assist them with filling in the circles.

SAY: Now find box 7 entitled “Form.” Look at the top of your MEAP Mathematics Answer Document. Above the line where you wrote your name, you will see the word “Form” and a numeral. In box number 7 on your answer document, please write the number of the form found at the top of your booklet in the space provided and fill in the corresponding circle using a No. 2 pencil.

Assist students in finding the form numeral on the front of their booklets and in filling in the correct circle.

Directions for Part 1: MEAP Grade 3 Mathematics Assessment

SAY: During this assessment, I can help you understand the directions, but I cannot give you any help on assessment items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

You may now remove the security seal from your booklet.

Turn to page 1 of your booklet. It says “Part 1” at the top of the page. Read the directions silently, as I read them aloud.

This test has three parts. You may NOT use a calculator on the first part. You may use open space in this test booklet for scratch paper.

The items on this test are all multiple-choice. Multiple-choice items require you to choose the best answer from among three answer choices. Mark your answer in your test booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer in your test booklet. If you erase an answer, be sure to erase it completely.

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer. You may NOT use any other paper to do your work.

Sample Multiple-Choice Item:

Julia had \$5.00. She spent \$2.54. How much money did she have left?

☐ A \$7.54

☐ B \$3.54

☒ C \$2.46

For this sample item, the correct answer is C. Circle C is filled in on the sample item in your test booklet.

You will have at least 35 minutes to finish Part 1 of this test. You will be given additional time if necessary.

Once you have reached the word STOP in your test booklet, do NOT go on to the next page.

If you finish early, you may check your work in Part 1 of the test ONLY.

Do NOT look at items in other parts of the test.

If you do not understand any of these directions, please raise your hand.

Answer any questions the students have regarding the directions.

SAY: You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales and a grid in square units. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment.

You may NOT use a calculator on this part of the assessment.

Record all of your answers directly in your answer document.

You may turn the page and begin.

After approximately 35 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 2: MEAP Grade 3 Mathematics Assessment

*If necessary, redistribute all assessment materials to students ensuring that each student receives the document with their name on it. All grade 3 students may use their own calculators on the remainder of this assessment, but may **not** share calculators with another student. Remind students to put away all other materials, including dictionaries and other reference materials that may **not** be used during the assessment. There is sufficient space in the assessment booklet for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.*

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: Do not open your booklet until told to do so.

Make sure you have your own booklet and a No. 2 pencil. Please raise your hand if you do not have your own booklet.

Make sure that all students have their own assessment materials.

SAY: During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar or spelling book on this assessment. The only items you should have on your desk or table are the materials necessary for the test. All answers must be written in your answer document using a No. 2 pencil.

Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cord removed.

You are now going to take Part 2 of the Grade 3 MEAP Mathematics assessment.

The directions for Part 2 will begin on a different page number depending on which form is being administered. Assessment administrators need to direct students to the appropriate page in their booklets based on the form students are using.

SAY: Open your booklet to Part 2, found on page ____.

Directions for Part 2 can be found in the Grade 3 Mathematics booklet for:

Forms 1, 4, 7, 8, 9, or 10 on page 17

Forms 2, 3, 5, or 6 on page 19

SAY: Read the directions silently as I read them aloud.

You will now begin Part 2 of this test. You may use a calculator on this part of the test, and you may use open space in this test booklet for scratch paper.

You will have at least 50 minutes to finish Part 2 of this test. You will be given additional time if necessary.

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer. You may NOT use any other paper to do your work.

If you finish early, you may check your work for Part 2 ONLY.

Do NOT look at items in other parts of this test.

SAY: You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales and a grid in square units. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment. You may use a calculator on this part of the assessment, but you may not share your calculator with another student.

If you do not understand any of these directions, please raise your hand.

Answer any questions the students have regarding the directions.

SAY: You may now turn the page and begin.

After approximately 50 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your assessment booklets. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 3: MEAP Grade 3 Mathematics Assessment

*If necessary, redistribute all assessment materials to students ensuring that each student receives the booklet with their name on it. All grade 3 students may use their own calculators on the remainder of the assessment, but may **not** share calculators with another student. Remind students to put away all other materials, including dictionaries and other reference materials that may **not** be used during the assessment. There is sufficient space in the assessment booklet for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.*

Students are not allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).

SAY: Do not open your booklet until told to do so.

Make sure you have your own booklet and a No. 2 pencil. Please raise your hand if you do not have your own booklet.

Make sure that all students have their own assessment materials.

SAY: During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. The only items you should have on your desk or table are the materials necessary for the assessment. Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cord removed.

You are now going to take Part 3 of the Grade 3 MEAP Mathematics assessment.

The directions for Part 3 will begin on a different page number depending on which form is being administered. Assessment administrators need to direct students to the appropriate page in their booklets based on the form students are using.

SAY: Open your booklet to Part 3, found on page ____.

Directions for Part 3 can be found in the Grade 3 Mathematics booklet for:

Forms 1 through 9, on page 35

Form 10 on page 33

SAY: Read the directions silently as I read them aloud.

You will now begin Part 3 of this test. You may use a calculator on this part of the test, and you may use open space in this test booklet for scratch paper.

You will have at least 50 minutes to finish Part 3 of this test. You will be given additional time if necessary.

Be careful not to make any marks in the bubbles next to the letters A, B, or C except for the one that goes with your answer. You may NOT use any other paper to do your work.

If you finish early, you may check your work for Part 3 ONLY.

Do NOT look at items in other parts of this test.

SAY: You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales and a grid in square units. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment. You may use a calculator on this part of the assessment, but you may not share your calculator with another student.

If you do not understand any of these directions, please raise your hand.

Answer any questions the students have regarding the directions.

SAY: You may now turn the page and begin.

After approximately 50 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your assessment booklets. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Assessment Administrator Directions: Grades 4, 5, 6, 7, and 8 MEAP Mathematics Assessments

This *MEAP Assessment Administrator Manual* contains detailed assessment administration procedures. It also contains appropriate and inappropriate assessment preparation and administration guidelines, and other valuable tips and instructions. It is important that assessment administrators review this entire manual before administering the assessment.

It is particularly important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors **may not give help of any kind** to students during this assessment. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions. These activities are not acceptable and will result in assessment scores being invalidated.

Needed by Assessment Administrator:

- MEAP Assessment Administrator Manual, Grade 3 - 9, Fall 2007
- Grade Appropriate MEAP Mathematics Answer Document
- Calculators for Student Use (optional)
- Overlay Sheet

Needed by Student:

- Grade Appropriate MEAP Mathematics Booklet
- Grade Appropriate MEAP Mathematics Answer Document
- No. 2 Pencil
- Calculator (optional)
- Overlay Sheet

Assessment booklets are secure materials that must be carefully monitored. They must be kept in **locked** storage while in schools. Students may **not** use dictionaries or other reference materials during this assessment. Students may **not** use scratch paper, additional paper to write answers for assessment items, pens, or other devices not listed above unless specified as an assessment accommodation. Students may underline, highlight or write notes only in their assessment booklets.

Assessment Length

This assessment is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this assessment. For planning purposes, the following times are recommended for each assessment session:

Part 1	20 - 30 minutes (approximately)
Part 2	50 minutes (approximately)
Part 3	50 minutes (approximately)

Additional time is necessary in each session to distribute materials, read assessment directions to students at the beginning of the session, and collect assessment materials at the end of the session.

Directions

Passages printed in boldface and preceded by the word **SAY** are instructions to students and are to be read aloud **exactly as they are written**. (The *italicized instructions* to the assessment administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions and answer questions as necessary. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

Beginning the MEAP Grades 4 – 8 MEAP Mathematics Assessments

*Distribute all assessment materials including overlays to students. Grade 8 mathematics booklets contain reference sheets that can be removed by the Grade 8 students for use during the assessment. Remind students to put away all other materials, including dictionaries and other reference materials that may **not** be used during the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.*

*Students are **not** allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).*

*Students in grades 4-8 may **not** use calculators on Part 1 of this assessment.*

When reading assessment directions to students, assessment administrators should refer to the appropriate grade level of the assessment they are administering (e.g., Grade 4, Grade 5, Grade 6, etc.).

SAY: Your booklet has been sealed to prevent it from being opened. Do not remove the security seal or open your booklet until told to do so.

During the assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar or spelling book on this assessment. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a No. 2 pencil only.

Make sure that you have the Fall 2007 MEAP Mathematics Booklet for Grade (4, 5, 6, 7, or 8). Write your name on the cover of the booklet in the upper right-hand corner.

Please look at your Fall 2007 Answer Document for Grade (4, 5, 6, 7, or 8) Mathematics. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

Please make sure each student has his or her own answer document before testing begins. If the student's name is misspelled, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank answer document. Immediately notify the building MEAP coordinator who can help you resolve this problem after testing is completed. Test administration may proceed.

SAY: Look at the top of your answer document. Print your name (no nicknames) on the first line. Print your teacher's full name on the second line. Next to the word "School," print your school's name (do not use abbreviations). Next to the word "District," print your district's name (do not use abbreviations).

Instruct students to give the full name of the teacher, district and school. Give students time to complete this information.

SAY: Also on the cover page of your answer document, find box 4 entitled “Birth Date.” Please fill in the correct month, day, and year of your date of birth using a No. 2 pencil. The first column is for the month you were born. Fill in the circle next to the month in which you were born. The next two spaces are for the date you were born. Write the numeral in the spaces provided (two digits) and fill in the corresponding circles. The last column is for the year you were born. Write the numeral in the spaces provided and fill in the corresponding circles.

Give students time to complete this information and assist them in filling in the correct numeral and circles.

If your school or district has made the decision to use the Class/Group Number, post the numeral so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for Box 5. Note: If the Class/Group Number is less than 4 digits, fill in with leading zeros. If your school or district is NOT using the Class/Group Number, please skip to box 6 “Assessment Date” directions.

SAY: Now find box 5 entitled “Class/Group Number.” I have written the numeral for you to use to complete this box. Please write this numeral in the spaces provided and fill in the corresponding circles using a No. 2 pencil.

Give students time to complete this information and assist them in filling in the correct numeral and circles.

SAY: Now find box 6 entitled “Assessment Date.” Please write in today’s date and fill in the corresponding circles using a No. 2 pencil. The first column is for the month. The next two spaces are for today’s date. The year is already provided.

Inform students of the correct date (which is the first date the assessment is administered) and assist them with filling in the circles.

SAY: Now find box 7 entitled “Form.” Look at the front cover of your MEAP Mathematics Booklet. In the upper left-hand corner, next to where you wrote your name, you will see the word “Form” and a numeral. In box number 7 on your answer document, please write the numeral found on the front cover of your mathematics booklet in the space provided and fill in the corresponding circle using a No. 2 pencil.

Assist students in finding the form numeral on the front of their booklets and in filling in the correct circle.

SAY: During this assessment, I can help you understand the directions, but I cannot give you any help on assessment items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

You may now remove the security seal from your booklet.

Read the following directions to Grade 8 students only.

SAY: Open your booklet and find the MEAP Grade 8 Mathematics Test Reference Sheet. This sheet contains information you may find helpful. Carefully remove it from your booklet. You may use this sheet throughout the assessment.

Directions and sample items to be read aloud to students for Part 1 will vary depending on which grade level assessment is being administered. Assessment administrators must read the appropriate grade level directions to students.

Directions for Part 1: MEAP Grade 4 Mathematics Assessment

Read the following directions to 4th grade students.

SAY: Raise your hand if you do not have a Grade 4 Mathematics answer document and booklet.

Make sure all students have the correct grade level assessment materials.

SAY: Now turn to page 1 in your booklet. Read the directions silently, as I read them aloud.

This test has three parts. You may NOT use a calculator on the first part. You may use open space in this test booklet for scratch paper, but nothing written in the test booklet will be scored. No additional sheets may be used.

There are two types of items on this test: multiple-choice and open-ended.

Multiple-choice items will require you to choose the best answer from among the answer choices. For these items, use only a No. 2 pencil to mark your answer in your Answer Document. If you erase an answer, be sure to erase it completely. If you skip an item, be sure to mark the answer to the next item in the correct place in your Answer Document.

An open-ended item will be found in your test booklet and require you to write, explain, or show your work. For this item show all of your work neatly and clearly in the space provided in your Answer Document using a No. 2 pencil.

Sample Multiple-Choice Item:

Jackie had 56 trading cards. She gave some of the cards to Wanda. Then Jackie had 23 trading cards left. What was the total number of trading cards Jackie gave to Wanda?

- A 23
- B 33
- C 39
- D 79

For this sample item, the correct answer is B. Circle B is filled in on the sample item in your Answer Document.

Sample Open-Ended Item:

The Lopez children went to the movies. They wanted to buy a tub of popcorn that cost \$1.35. They counted their money and had the following:

Maria had 2 quarters.

Carlos had 40 cents in dimes.

Luis had the same number of nickels as Carlos had dimes.

Ana had 2 dimes and 2 nickels.

Did the Lopez children have enough money to buy the popcorn? Explain how you arrived at your answer. Show all of your work.

$$\begin{array}{r} \$.50 \text{ Maria} \\ .40 \text{ Carlos} \\ .20 \text{ Luis} \\ .20 \text{ Ana} \\ + .10 \text{ Ana} \\ \hline \$ 1.40 \end{array}$$

Yes. They had 5 cents more than they needed.

For this sample item you would answer yes and explain that the Lopez children had 5 cents more than they needed. Remember to show your work.

You will have at least 30 minutes to finish Part 1 of the test. You will be given additional time if necessary.

Once you have reached the word STOP in your test booklet, do NOT go on to the next page.

If you finish early, you may check your work in Part 1 of the test ONLY. Do NOT look at items in other parts of the test.

If you do not understand any of these directions, please raise your hand.

Answer any questions students have about the directions.

SAY: You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales and a grid in square centimeters. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment.

You may NOT use a calculator on this part of the assessment.

You may now turn the page and begin.

After approximately 30 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 1: MEAP Grade 5 Mathematics Assessment

Read the following directions to 5th grade students.

SAY: Raise your hand if you do not have a Grade 5 Mathematics answer document and booklet.

Make sure all students have the correct grade level assessment materials.

SAY: Now turn to page 1 in your booklet. Read the directions silently, as I read them aloud.

This test has three parts. You may NOT use a calculator on the first part. You may use open space in this test booklet for scratch paper, but nothing written in this booklet will be scored. No additional sheets may be used.

There is one type of item on this test: multiple-choice.

Multiple-choice items will require you to choose the best answer from among four answer choices. For these items, use only a No. 2 pencil to mark your answer in your Answer Document. If you erase an answer, be sure to erase it completely. If you skip an item, be sure to mark the answer to the next item in the correct place in your Answer Document.

Sample Multiple-Choice Item

Jackie had 56 trading cards. She gave some of the cards to Wanda. Then Jackie had 23 trading cards left. What was the total number of trading cards Jackie gave to Wanda?

- A 23
- B 33
- C 39
- D 79

For this sample item, the correct answer is B. Circle B is filled in on the sample item in your Answer Document.

You will have at least 30 minutes to finish Part 1 of this test. You will be given additional time if necessary.

Once you have reached the word STOP in your test booklet, do NOT go on to the next page.

If you finish early, you may check your work in Part 1 of the test ONLY. Do NOT look at items in other parts of the test.

If you do not understand any of these directions, please raise your hand.

Take the time to answer students’ questions about the directions.

SAY: You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment.

You may NOT use a calculator on this part of the assessment.

You may now turn the page and begin.

After approximately 30 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 1: MEAP Grade 6 Mathematics Assessment

Read the following directions to 6th grade students.

SAY: Raise your hand if you do not have a Grade 6 Mathematics answer document and booklet.

Make sure all students have the correct grade level assessment materials.

SAY: This test has three parts. You may NOT use a calculator on the first part. You may use open space in this test booklet for scratch paper, but nothing written in this booklet will be scored. No additional sheets may be used.

There are two types of items on this test: multiple-choice and open-ended.

Multiple-choice items will require you to choose the best answer from among four answer choices. For these items, use only a No. 2 pencil to mark your answer in your Answer Document. If you erase an answer, be sure to erase it completely. If you skip an item, be sure to mark the answer to the next item in the correct place in your Answer Document.

Two open-ended items will be found in your test booklet and require you to write, explain, or show your work. For these items show all of your work neatly and clearly in the space provided in your Answer Document using a No. 2 pencil.

Sample Multiple-Choice Item:

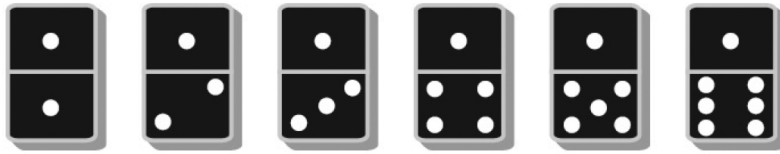
Marty wants to put 75 CDs into cases. Each case holds exactly 8 CDs. What is the *least* number of cases that Marty will need to hold all his CDs?

- A 8
- B 9
- C 10
- D 11

For this sample item, the correct answer is C. Circle C is filled in on the sample item in your Answer Document.

Sample Open-Ended Item:

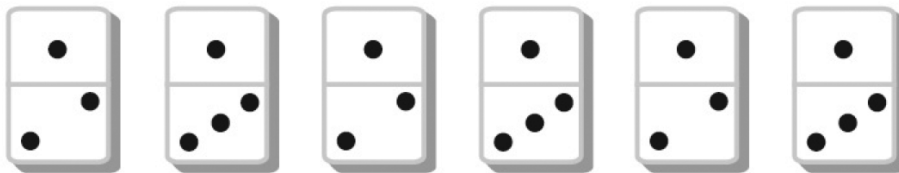
Solve the following problem.



- A** What pattern do these dominoes display?

They all have one on top. At the bottom it starts with one and keeps adding one until it reaches six.

- B** Draw another domino pattern different from the one above.



- C** Describe the pattern you drew.

On the first, third, and fifth dominoes, I drew one on top and two on bottom. On the second, fourth, and sixth, I put one on top and three on the bottom.

SAY: For this sample item, you would answer Part A by explaining that they all have one on top. At the bottom it starts with one and keeps adding one on each consecutive domino. For Part B, you would draw a different domino pattern than the one above. Remember to show your work. For Part C, you would explain or describe the pattern you drew.

You will have at least 30 minutes to finish Part 1 of this test. You will be given additional time if necessary.

Once you have reached the word STOP in your test booklet, do NOT go on to the next page.

If you finish early, you may check your work in Part 1 of the test ONLY. Do NOT look at items in other parts of the test.

If you do not understand any of these directions, please raise your hand.

Take the time to answer students' questions about the directions.

SAY: You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales and a protractor. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment.

You may NOT use a calculator on this part of the assessment.

You may now turn the page and begin.

After approximately 30 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 1: MEAP Grade 7 Mathematics Assessment

Reading the following directions to 7th grade students.

SAY: Raise your hand if you do not have a Grade 7 Mathematics answer document and booklet.

Make sure all students have the correct grade level assessment materials.

SAY: This test has three parts. You may NOT use a calculator on the first part. You may use open space in this test booklet for scratch paper, but nothing written in this booklet will be scored. No additional sheets may be used.

There is one type of item on this test: multiple-choice.

Multiple-choice items will require you to choose the best answer from among four answer choices. For these items, use only a No. 2 pencil to mark your answer in your Answer Document. If you erase an answer, be sure to erase it completely. If you skip an item, be sure to mark the answer to the next item in the correct place in your Answer Document.

Sample Multiple-Choice Item:

Marty wants to put 75 CDs into cases. Each case holds exactly 8 CDs. What is the *least* number of cases that Marty will need to hold all his CDs

- A 8**
- B 9**
- C 10**
- D 11**

For this sample item, the correct answer is C. Circle C is filled in on the sample item in your Answer Document.

You will have at least 30 minutes to finish Part 1 of this test. You will be given additional time if necessary. However, it is expected that most students will finish in 20 minutes or less.

Once you have reached the word STOP in your test booklet, do NOT go on to the next page.

If you finish early, you may check your work in Part 1 of the test ONLY. Do NOT look at items in other parts of the test.

If you do not understand any of these directions, please raise your hand.

Take the time to answer students' questions about the directions.

SAY: You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales and a protractor. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment.

You may NOT use a calculator on this part of the assessment.

You may now turn the page and begin.

After approximately 20 - 30 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending an Assessment Session" on page 103.

Directions for Part 1: MEAP Grade 8 Mathematics Assessment

Read the following directions to 8th grade students.

SAY: Raise your hand if you do not have a Grade 8 Mathematics answer document and booklet.

Make sure all students have the correct grade level assessment material.

SAY: This test has three parts. You may NOT use a calculator on the first part. You may use open space in this test booklet for scratch paper, but nothing written in this booklet will be scored. No additional sheets may be used.

There are two types of items on this test: multiple-choice and open-ended.

Multiple-choice items will require you to choose the best answer from among four answer choices. For these items, use only a No. 2 pencil to mark your answer in your Answer Document. If you erase an answer, be sure to erase it completely. If you skip an item, be sure to mark the answer to the next item in the correct place in your Answer Document.

One open-ended item will be found in your test booklet and require you to write, explain, or show your work. For this item, show all of your work neatly and clearly in the space provided in your Answer Document using a No. 2 pencil.

Sample Multiple-Choice Item:

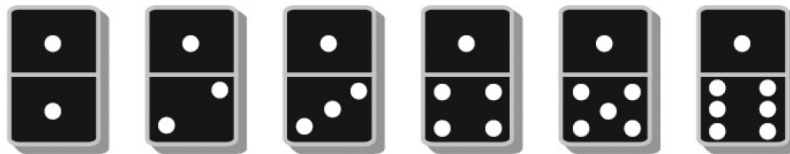
Marty wants to put 75 CDs into cases. Each case holds exactly 8 CDs. What is the *least* number of cases that Marty will need to hold all his CDs?

- A 8**
- B 9**
- C 10**
- D 11**

For this sample item, the correct answer is C. Circle C is filled in on the sample item in your Answer Document.

Sample Open-Ended Item:

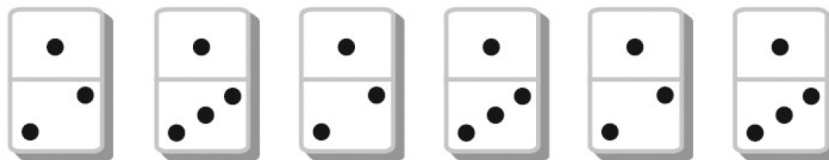
Solve the following problem.



- A** What pattern do these dominoes display:

They all have one on top. At the bottom it starts with one and keeps adding one until it reaches six.

- B** Draw another domino pattern different from the one above.



- C** Describe the pattern you drew.

On the first, third, and fifth dominoes, I drew one on top and two on bottom. On the second, fourth, and sixth, I put one on top and three on the bottom.

SAY: For this sample item, you would answer Part A by explaining that they all have one on top. At the bottom it starts with one and keeps adding one on each consecutive domino. For Part B, you would draw a different domino pattern than the one above. Remember to show your work. For Part C, you would explain or describe the pattern you drew.

You will have at least 30 minutes to finish Part 1 of this test. You will be given additional time if necessary. However, it is expected that most students will finish in 20 minutes or less.

Once you have reached the word STOP in your test booklet, do NOT go on to the next page.

If you finish early, you may check your work in Part 1 of the test ONLY. Do NOT look at items in other parts of the test.

If you do not understand any of these directions, please raise your hand.

Take the time to answer students' questions about the directions.

SAY: You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales and a protractor. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay and reference sheet on any part of this assessment.

You may NOT use a calculator on this part of the assessment.

You may now turn the page and begin.

After approximately 20 - 30 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 2: MEAP Grades 4 – 8 Mathematics Assessments

*If necessary, redistribute all assessment materials to students ensuring that each student receives the booklet with their name on it and their own answer document. All grade 4 – 8 students may use their own calculators on the remainder of this assessment, but may **not** share calculators with one another. Remind students to put away all other materials, including dictionaries and other reference materials that may **not** be used during the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.*

*Students are **not** allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).*

Students in all grades may use calculators on the remainder of this assessment.

When reading assessment directions for Part 2 to students, assessment administrators should refer to the appropriate grade level of the assessment they are administering (e.g., Grade 4, Grade 5, Grade 6, etc.).

SAY: Do not open your booklet until told to do so.

Make sure you have your own booklet, answer document, and a No. 2 pencil. Please raise your hand if you do not have your own booklet and answer document.

Make sure that all students have their own assessment materials.

SAY: During the assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar or spelling book on this assessment. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a No. 2 pencil.

Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. You may not share calculators. Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cord removed.

You are now going to take Part 2 of the Grade (4, 5, 6, 7, or 8) MEAP Mathematics assessment.

Turn to page 2 of your answer document, which is the beginning of Part 2.

SAY: Open your booklet to Part 2, found on page ____ .

Part 2 directions can be found in the MEAP Mathematics booklet for:

Grade 4 (all forms on page 15)

Grade 5 (all forms on page 15)

Grade 6 (forms 1 or 7 on page 13; forms 2, 3, 4, 5, 6, 8, 9, or 10 on page 11)

Grade 7 (all forms page 9)

Grade 8 (all forms page 9)

SAY: Read the directions silently as I read them aloud.

You will now begin Part 2 of this test. You may use a calculator on this part of the test, and you may use open space in this test booklet for scratch paper, but nothing written in this booklet will be scored. No additional sheets may be used.

If you finish early, you may check your work for Part 2 ONLY.

Do NOT look at items in other parts of this test.

You will have at least 50 minutes to finish Part 2 of this test.

SAY: You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment. You may use a calculator on this part of the assessment, but you may not share calculators with one another.

For Grade 8 students only.

SAY: You may use the reference sheet on any part of the Grade 8 mathematics assessment.

For all students.

SAY: If you do not understand any of these directions, please raise your hand.

Take time to answer students' questions about the directions.

SAY: You may now turn the page and begin.

After approximately 50 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under "Ending an Assessment Session" on page 103.

Directions for Part 3: MEAP Grades 4 – 8 Mathematics Assessment

*If necessary, redistribute all assessment materials to students ensuring that each student receives the booklet with their name on it and their own answer document. All grade 4 – 8 students may use their own calculators on the remainder of the assessment, but may **not** share calculators with one another.*

*Remind students to put away all other materials, including dictionaries and other reference materials that may **not** be used during the assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.*

*Students are **not** allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the the assessment surface (under seats, on the floor, etc.).*

When reading assessment directions for Part 3 to students, assessment administrators should refer to the appropriate grade level of the assessment they are administering (e.g., Grade 4, Grade 5, Grade 6, etc.).

SAY: Do not open your booklet until told to do so.

Make sure you have your own booklet, answer document, and a No. 2 pencil. Please raise your hand if you do not have your own booklet and answer document.

Make sure that all students have their own assessment materials.

SAY: During the assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar or spelling book on this assessment. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a No. 2 pencil.

Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. You may not share calculators. Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cord removed.

You are now going to take Part 3 of the Grade (4, 5, 6, 7, or 8) MEAP Mathematics assessment. Turn to page 3 of your answer document, which is the beginning of Part 3.

SAY: Open your booklet to Part 3 found on page ____ .

Part 3 directions can be found in the MEAP Mathematics booklet for:

Grade 4 (all forms go to page 35)

Grade 5 (all forms go to page 39)

Grade 6 (forms 1 or 7 to to page 31; forms 2, 3, 4, 5, 6, 8, 9, or 10 go to page 29)

Grade 7 (all forms except 4 go to page 29; form 4 go to page 31)

Grade 8 (all forms go to page 35)

SAY: Read the directions silently as I read them aloud.

You will now begin Part 3 of this test. You may use a calculator on this part of the test, and you may use open space in this test booklet for scratch paper, but nothing written in this booklet will be scored. No additional sheets may be used.

If you finish early, you may check your work for Part 3 ONLY. Do NOT look at items in other parts of this test. You will have at least 50 minutes to finish Part 3 of this test.

You should have received a mathematics overlay sheet. This overlay sheet has a ruler with both inch and centimeter scales. Be sure to use the correct scale if a question indicates a specific one. You may use the overlay on any part of this assessment. You may use a calculator on this part of the assessment, but you may not share calculators with one another.

For Grade 8 students only.

SAY: You may use the reference sheet on any part of the Grade 8 mathematics assessment.

For all students.

SAY: If you do not understand any of these directions, please raise your hand.

Take time to answer students' questions about the directions.

SAY: You may now turn the page and begin.

After approximately 50 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Assessment Administrator Directions: MEAP Grade 5 Science Assessment

This *MEAP Assessment Administrator Manual* contains detailed assessment administration procedures. It also contains appropriate and inappropriate assessment preparation and administration guidelines, and other valuable tips and instructions. It is important that assessment administrators review this entire manual before administering the assessment.

It is particularly important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors **may not give help of any kind** to students during this assessment. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions. These activities are not acceptable and will result in assessment scores being invalidated.

Needed by Assessment Administrator:

- MEAP Assessment Administrator Manual, Grades 3 - 9, Fall 2007
- MEAP Grade 5 Science Answer Document

Needed by Student:

- MEAP Grade 5 Science Booklet
- MEAP Grade 5 Science Answer Document
- No. 2 Pencil

Assessment booklets are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may **not** use dictionaries or other reference materials during this assessment. Students may **not** use scratch paper, additional sheets of paper to write answers for assessment items, pens, or other devices not listed above unless specified as an assessment accommodation. Students may underline, highlight or write notes in their assessment booklets only.

Assessment Length

This assessment is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this assessment. For planning purposes, the following times are recommended for each assessment session:

Part 1	50 minutes (approximately)
Part 2	50 minutes (approximately)

Additional time is necessary in each session to distribute materials, read assessment directions to students at the beginning of the session, and collect assessment materials at the end of the session.

Directions

Passages printed in boldface and preceded by the word **SAY** are instructions to students and are to be read aloud **exactly as they are written**. (The *italicized instructions* to the assessment administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions and answer questions as necessary. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

Beginning the MEAP Grade 5 Science Assessment

*Distribute all assessment materials to each student. Remind students to put away all other materials, including dictionaries, calculators and other reference materials that may **not** be used during this assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.*

*Students are **not** allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).*

SAY: Your booklet has been sealed to prevent it from being opened. Do not remove the security seal or open your booklet until told to do so.

During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar or spelling book on this assessment. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a No. 2 pencil only.

Make sure that you have the Fall 2007 MEAP Grade 5 Science Booklet. Write your name on the cover of the assessment booklet in the upper right-hand corner.

Please look at your Fall 2007 Answer Document for Grade 5 Science. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

Please make sure each student has his or her own answer document before the assessment begins. If the student's name is misspelled, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank answer document. Immediately notify the building MEAP coordinator who can help you resolve this problem after the assessment is completed. Assessment administration may proceed.

SAY: Look at the top of your answer document. Print your name (no nicknames) on the first line. Print your teacher's full name on the second line. Next to the word "School," print your school's name (do not use abbreviations). Next to the word "District," print your district's name (do not use abbreviations).

Instruct students to give the full name of the teacher, school, and district. Give students time to complete this information.

SAY: Also on the cover page of your answer document, find box 4 entitled "Birth Date." Please fill in the correct month, day, and year of your date of birth using a No. 2 pencil. The first column is for the month you were born. Fill in the circle next to the month in which you were born. The next two spaces are for the date you were born. Write the number in the spaces provided (two digits) and fill in the corresponding circles. The last column is for the year you were born. Write the number in the spaces provided and fill in the corresponding circles.

Give students time to complete this information and assist them in filling in the correct number and circles.

*If your school or district has made the decision to use the Class/Group Number, post the number so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for Box 5. Note: If the assigned “Class/Group Number” is less than 4 digits, fill in with leading zeros. If your school or district is **not** using the Class/Group Number, please skip to box 6 “Assessment Date” directions.*

SAY: Now find box 5 entitled “Class/Group Number.” I have written the 4-digit number for you to use to complete this box. Please write in this number in the spaces provided and fill in the corresponding circles using a No. 2 pencil.

Give students time to complete this information and assist them in filling in the correct number and circles.

SAY: Now find box 6 entitled “Assessment Date.” Please write in today’s date in the space provided and fill in the corresponding circles using a No. 2 pencil. The first column is for the month. The next two spaces are for today’s date. The year is already provided.

Inform students of the correct date (which is the first date the assessment is administered) and assist them with filling in the circles.

SAY: Now find box 7, entitled “Form.” Look at the front cover of your MEAP Science Booklet. In the upper left-hand corner, next to the line where you wrote your name, you will see the word “Form” and a number. In box number 7 on your answer document, please write the number found on the front of your booklet in the space provided and fill in the corresponding circle using a No. 2 pencil.

Assist students in finding the form number on the front of their assessment booklets and in filling in the correct circle.

Directions for Part 1: MEAP Grade 5 Science Assessment

SAY: You may now remove the security seal from your booklet.

During this assessment, I can help you understand the directions, but I cannot give you any help on assessment items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open your booklet to Part 1, found on page 1. Read the directions silently as I read them aloud.

In this test, you will demonstrate your understanding of science.

This test includes both multiple-choice and written-response questions. For the multiple-choice questions, use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the corresponding circle in your Answer Document. If you are not sure of the answer to a multiple-choice question, mark your *best* choice and go on to the next question. If you change an answer, be sure to erase the first mark completely. Remember, mark only one answer for each question.

Mixed in with the multiple-choice questions are written-response questions. These questions require you to write sentences or paragraphs in your Answer Document. Try to show all that you know about the topics by writing as much as you can in response to the questions you are asked. Make sure you at least attempt to answer each question. Record your written responses in the Answer Document on the lines or spaces provided using only a No. 2 pencil. Make sure the number of the question corresponds to the number in the Answer Document.

If you finish early, you may check your work for Part 1 only. Do NOT work on Part 2 of this test until you are told to do so.

If you do not understand any of these directions, please raise your hand.

Take time to answer any questions regarding the directions.

SAY: You may now begin.

After approximately 50 minutes or when most or all of the students have completed this portion:

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 2: MEAP Grade 5 Science Assessment

*If necessary, redistribute all assessment materials to students ensuring that each student receives the booklet with their name on it and their own answer document. Remind students to put away all other materials, including dictionaries, calculators and other reference materials that may **not** be used during this assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.*

*Students are **not** allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).*

SAY: Do not open your booklet until told to do so.

Make sure you have your own booklet, answer document, and a No. 2 pencil. Please raise your hand if you do not have your own booklet and answer document.

Make sure that all students have their own assessment materials.

SAY: During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar or spelling book on this assessment. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a No. 2 pencil.

You are now going to take Part 2 of the Grade 5 MEAP Science Assessment.

Turn to page 5 of your Answer Document, which is the beginning of Part 2.

You may now open your booklet to Part 2, found on to page ____.

Forms 1, 3, 4, or 6 - 10 on page 19

Forms 2 and 5 on page 21

SAY: Read the directions silently as I read them aloud.

In this test, you will demonstrate your understanding of science.

This test includes both multiple-choice and written-response questions. For the multiple-choice questions, use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the corresponding circle in your Answer Document. If you are not sure of the answer to a multiple-choice question, mark your *best* choice and go on to the next question. If you change an answer, be sure to erase the first mark completely. Remember, mark only one answer for each question.

Mixed in with the multiple-choice questions are written-response questions. These questions require you to write sentences or paragraphs in your Answer Document. Try to show all that you know about the topics by writing as much as you can in response to the questions you are asked. Make sure you at least attempt to answer each question. Record your written responses in the Answer Document on the lines or spaces provided using only a No. 2 pencil. Make sure the number of the question corresponds to the number in the Answer Document.

If you finish early, you may check your work for Part 2 only. Do NOT work on Part 1 of this test.

If you do not understand any of these directions, please raise your hand.

Take time to answer any questions regarding the directions.

SAY: You may now begin Part 2.

After approximately 50 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Assessment Administrator Directions: MEAP Grade 8 Science Assessment

This *MEAP Assessment Administrator Manual* contains detailed assessment administration procedures. It also contains appropriate and inappropriate assessment preparation and administration guidelines, and other valuable tips and instructions. It is important that assessment administrators review this entire manual before administering the assessment.

It is particularly important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors ***may not give help of any kind*** to students during this assessment. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions. These activities are not acceptable and will result in assessment scores being invalidated.

Needed by Assessment Administrator:

- MEAP Assessment Administrator Manual, Grades 3 - 9, Fall 2007
- MEAP Grade 8 Science Answer Document

Needed by Student:

- MEAP Grade 8 Science Booklet
- MEAP Grade 8 Science Answer Document
- No. 2 Pencil

Assessment booklets are secure materials that must be carefully monitored. These materials must be kept in ***locked*** storage while in schools. Students may ***not*** use dictionaries or other reference materials during this assessment. Students may ***not*** use scratch paper, additional sheets of paper to write answers for assessment items, pens, or other devices not listed above unless specified as an assessment accommodation. Students may underline, highlight or write notes in their assessment booklets only.

Assessment Length

This assessment is ***untimed*** and student-paced. Students ***must*** be given as much time as needed during the same continuous session to complete each section of this assessment. For planning purposes, the following times are recommended for each assessment session;

Part 1	50 minutes (approximately)
Part 2	50 minutes (approximately)

Additional time is necessary in each session to distribute materials, read assessment directions to students at the beginning of the session, and collect assessment materials at the end of the session.

Directions

Passages printed in boldface and preceded by the word ***SAY*** are instructions to students and are to be read aloud ***exactly as they are written***. (The *italicized instructions* to the assessment administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions and answer questions as necessary. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

Beginning the MEAP Grade 8 Science Assessment

*Distribute all assessment materials to each student. Remind students to put away all other materials, including dictionaries, calculators and other reference materials that may **not** be used during this assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.*

*Students are **not** allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).*

SAY: Your booklet has been sealed to prevent it from being opened. Do not remove the security seal or open your booklet until told to do so.

During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar or spelling book on this test. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a No. 2 pencil only.

Make sure that you have the Fall 2007 MEAP Grade 8 Science Booklet. Write your name on the cover of the assessment booklet in the upper right-hand corner.

Please look at your Fall 2007 Answer Document for Grade 8 Science. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

Please make sure each student has his or her own answer document before the assessment begins. If the student's name is misspelled, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank answer document. Immediately notify the building MEAP coordinator who can help you resolve this problem after the assessment is completed. Assessment administration may proceed.

SAY: Look at the top of your answer document. Print your name (no nicknames) on the first line. Print your teacher's full name on the second line. Next to the word "School," print your school's name (do not use abbreviations). Next to the word "District," print your district's name (do not use abbreviations).

Instruct students to give the full name of the teacher, school, and district. Give students time to complete this information.

SAY: Also on the cover page of your answer document, find box 4 entitled "Birth Date." In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the date you were born. Write the number in the spaces provided (two digits) and fill in the corresponding circles. The last column is for the year you were born. Write the number in the spaces provided and fill in the corresponding circles.

Give students time to complete this information and assist them in filling in the correct number and circles.

If your school or district has made the decision to use the Class/Group Number, post the number so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for Box 5. NOTE: If the Class/Group Number is less than 4 digits, fill in with leading zeros. If your school or district is not using the Class/Group Number, please skip to box 6 “Assessment Date” directions.

SAY: Now find box 5 entitled “Class/Group Number.” I have written the 4-digit number for you to use to complete this box. Please write in this number in the spaces provided and fill in the corresponding circles using a No. 2 pencil.

Give students time to complete this information and assist them in filling in the correct number and circles.

SAY: Now find box 6 entitled “Assessment Date.” Please write in today’s date and fill in the corresponding circles using a No. 2 pencil. The first column is for the month. The next two spaces are for today’s date. The year is already provided.

Inform students of the correct date (which is the first date the assessment is administered) and assist them with filling in the circles.

SAY: Now find box 7, entitled “Form.” Look at the front cover of your MEAP Science Booklet. In the upper left-hand corner, next to the line where you wrote your name, you will see the word “Form” and a number. In box number 7 on your answer document, please write the number of the form found on the front cover of your booklet in the space provided and fill in the corresponding circle using a No. 2 pencil.

Assist students in finding the form number on the front of their assessment booklets and in filling in the correct circle.

Directions for Part 1: MEAP Grade 8 Science Assessment

SAY: You may now remove the security seal from your booklet.

During this assessment, I can help you understand the directions, but I cannot give you any help on assessment items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

Open our booklet to Part 1, found on page 1. Read the directions silently as I read them aloud.

In this test, you will demonstrate your understanding of science.

This test includes both multiple-choice and written-response questions. For the multiple-choice questions, use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the corresponding circle in your Answer Document. If you are not sure of the answer to a multiple-choice question, mark your *best* choice and go on to the next question. If you change an answer, be sure to erase the first mark completely. Remember, mark only one answer for each question.

Mixed in with the multiple-choice items are written-response questions. These questions require you to write sentences or paragraphs in your Answer Document. Try to show all that you know about the topics by writing as much as you can in response to the questions you are asked. Make sure you at least attempt to answer each question. Record your written responses in the Answer Document on the lines or spaces provided using only a No. 2 pencil. Make sure the number of the question corresponds to the number in the Answer Document.

If you finish early, you may check your work for Part 1 only. Do NOT work on Part 2 of this test until you are told to do so.

If you do not understand any of these directions, please raise your hand.

Take time to answer any questions regarding the directions.

SAY: You may now begin.

After approximately 50 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 2: MEAP Grade 8 Science Assessment

*If necessary, redistribute all assessment materials to students ensuring that each student receives the booklet with their name on it and their own answer document. Remind students to put away all other materials, including dictionaries, calculators and other reference materials that may **not** be used during this assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.*

*Students are **not** allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).*

SAY: Do not open your booklet until told to do so.

Make sure you have your own booklet, answer document, and a No. 2 pencil. Please raise your hand if you do not have your own booklet and answer document.

Make sure that all students have their own assessment materials.

SAY: During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar or spelling book on this assessment. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a No. 2 pencil.

You are now going to take Part 2 of the Grade 8 MEAP Science Assessment.

Turn to page 3 of your Answer Document, which is the beginning of Part 2.

You may now open your booklet to Part 2, found on page 19. Read the directions silently as I read them aloud.

In this test, you will demonstrate your understanding of science.

This test includes both multiple-choice and written-response questions. For the multiple-choice questions, use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the corresponding circle in your Answer Document. If you are not sure of the answer to a multiple-choice question, mark your *best* choice and go on to the next question. If you change an answer, be sure to erase the first mark completely. Remember, mark only one answer for each question.

Mixed in with the multiple-choice items are written-response questions. These questions require you to write sentences or paragraphs in your Answer Document. Try to show all that you know about the topics by writing as much as you can in response to the questions you are asked. Make sure you at least attempt to answer each question. Record your written responses in the Answer Document on the lines or spaces provided using only a No. 2 pencil. Make sure the number of the question corresponds to the number in the Answer Document.

If you finish early, you may check your work for Part 2 only. Do NOT work on Part 1 of this test.

If you do not understand any of these directions, please raise your hand.

Take time to answer any questions regarding the directions.

SAY: You may now begin Part 2.

After approximately 50 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Assessment Administrator Directions: MEAP Grade 6 Social Studies Assessment

This *MEAP Assessment Administrator Manual* contains detailed assessment administration procedures. It also contains appropriate and inappropriate assessment preparation and administration guidelines, and other valuable tips and instructions. It is important that assessment administrators review this entire manual before administering the assessment.

It is particularly important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors **may not give help of any kind** to students during this assessment. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions. These activities are not acceptable and will result in assessment scores being invalidated.

Needed by Assessment Administrator:

- MEAP Assessment Administrator Manual, Grades 3 - 9, Fall 2007
- MEAP Grade 6 Social Studies Answer Document

Needed by Student:

- MEAP Grade 6 Social Studies Booklet
- MEAP Grade 6 Social Studies Answer Document
- No. 2 Pencil

Assessment booklets are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may **not** use dictionaries or other reference materials during this assessment. Students may **not** use scratch paper, additional sheets of paper to write answers for assessment items, pens or other devices not listed above unless specified as an assessment accommodation. Students may underline, highlight or write notes in their assessment booklets only. No scrap paper or additional sheets of paper may be used.

Assessment Length

This assessment is **untimed** and student paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this assessment. For planning purposes, the following times are recommended for each assessment session:

Part 1	50 minutes (approximately)
Part 2	50 minutes (approximately)

Additional time is necessary to distribute materials, read assessment directions to students, and collect assessment materials at the end of each session.

Directions

Passages printed in boldface and preceded by the word **SAY** are instructions to students and are to be read aloud **exactly as they are written**. (The *italicized instructions* to the assessment administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions and answer questions as necessary. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

Beginning the MEAP Grade 6 Social Studies Assessment

*Distribute assessment materials to each student. Remind students to put away all other materials, including dictionaries and other reference materials that may **not** be used during the social studies assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.*

*Students are **not** allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).*

SAY: Your booklet has been sealed to prevent it from being opened. Do not remove the security seal or open your booklet until told to do so.

During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar/spelling book or calculator during this assessment. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a No. 2 pencil only.

Make sure that you have the Fall 2007 MEAP Grade 6 Social Studies Booklet. Write your name on the cover of the booklet in the upper right-hand corner.

Please look at your Fall 2007 Answer Document for Grade 6 Social Studies. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

Please make sure each student has his or her own answer document before the assessment begins. If the student's name is misspelled, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank answer document. Immediately notify the building MEAP coordinator who can help you resolve this problem after the assessment is completed. Assessment administration may proceed.

SAY: Look at the top of your answer document. Print your name (no nicknames) on the first line. Print your teacher's full name on the second line. Next to the word "School," print your school's name (do not use abbreviations). Next to the word "District," print your district's name (do not use abbreviations).

Instruct students to give the full name of the teacher, school, and district. Give students time to complete this information.

SAY: Also on the cover page of your Answer Document, find box 4 entitled "Birth Date." Please fill in the correct month, day, and year of your date of birth using a No. 2 pencil. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the date you were born. Write the date in the spaces provided (two digits) and fill in the corresponding circles below. The last two columns are for the year you were born. Write the last two digits of the year you were born in the spaces provided and fill in the corresponding circles below.

Give students time to complete this information and assist them in filling in the correct numbers and circles.

If your school or district has made the decision to use the Class/Group Number, post the 4-digit number so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for box 5. Note: If the assigned “Class/Group Number” is less than 4 digits, fill in with leading zeros. If your school or district is NOT using the Class/Group Number, please skip to box 6 “Assessment Date” directions.

SAY: Now find box 5 entitled “Class/Group Number.” I have written the 4-digit number for you to use to complete this box. Please write in the 4-digit number in the spaces provided and fill in the corresponding circles using a No. 2 pencil.

Give students time to complete this information and assist them in filling in the correct numbers and circles.

SAY: Now find box 6 entitled “Assessment Date.” Please write in today’s date and fill in the corresponding circles using a No. 2 pencil. The first column is for the month. The next two spaces are for today’s date. The year is already provided.

Inform students of the correct date (which is the first date the assessment is administered) and assist them with filling in the circles.

SAY: Now find box 7 entitled “Form.” Look at the front cover of your booklet. In the upper left-hand corner, next to the line where you wrote your name, you will see the word “Form” and a number. In box number 7 on your answer document, please write the number of the form found on the front cover of your booklet in the space provided and fill in the corresponding circle using a No. 2 pencil.

Assist students in finding the form number on the front of their booklets and in filling in the correct circle.

Directions for Part 1: Grade 6 MEAP Social Studies Assessment

SAY: During this assessment, I can help you understand the directions, but I cannot give you any help on assessment items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

You may now remove the security seal from your booklet.

Turn to page 1 in your booklet. Read the directions silently as I read them aloud.

Part 1 of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

Use a No. 2 pencil to mark your answer choices in your Answer Document. Nothing in this booklet will be scored. Remember to fill in the circle in your Answer Document completely and cleanly, erasing any stray lines or marks.

Read all directions carefully. A sample item is provided for you below.

SAMPLE QUESTION:

Which economic activity is important in Florida today?

- A logging
- B trapping
- C growing potatoes and apples
- D growing grapefruits and oranges

The correct answer to the question is “D.” Circle D is filled in on the sample item on page 2 in your Answer Document. Items like this will have one *best* answer that you need to select to get the item correct.

The last item in Part 1 is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in your Answer Document using a No. 2 pencil. No additional sheets may be used.

If you finish early, you may check your work for Part 1 only. Do NOT work on Part 2 of this test until you are told to do so.

Please raise your hand if you have any questions.

Answer questions the students may have regarding these directions.

SAY: You may now begin.

After approximately 50 minutes, or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 2: MEAP Grade 6 Social Studies Assessment

If necessary, redistribute assessment materials to students. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

*Students are **not** allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).*

SAY: Do not open your booklet until told to do so.

During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar/spelling book or calculator during this assessment. The only items you should have on your desk or table are the materials necessary for the assessment.

You are now going to take Part 2 of the MEAP Grade 6 Social Studies assessment. Make sure you have your own booklet, Answer Document, and a No. 2 pencil. Raise your hand if your booklet or Answer Document does not have your name on it.

Make sure students have their own MEAP Grade 6 Social Studies Answer Document and Booklet.

SAY: Turn to page 6 of your Answer Document, which is the beginning of Part 2.

Open your booklet to page 17. Read the directions silently as I read them aloud.

Part 2 of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

The last item on this test is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in your Answer Document using a No. 2 pencil. No additional sheets may be used.

Read all directions carefully.

Use a No. 2 pencil to mark your answer choices in your Answer Document. Nothing in this booklet will be scored. Remember to fill in the circle in your Answer Document completely and cleanly, erasing any stray lines or marks.

If you finish early, you may check your work for Part 2 only. Do NOT work on Part 1 of this test.

Please raise your hand if you have any questions.

Answer questions the students may have regarding these directions.

SAY: You may now begin.

After approximately 50 minutes,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Assessment Administrator Directions: MEAP Grade 9 Social Studies Assessment

This *MEAP Assessment Administrator Manual* contains detailed assessment administration procedures. It also contains appropriate and inappropriate assessment preparation and administration guidelines, and other valuable tips and instructions. It is important that assessment administrators review this entire manual before administering the assessment.

It is particularly important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors ***may not give help of any kind*** to students during this assessment. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions. These activities are not acceptable and will result in assessment scores being invalidated.

Needed by Assessment Administrator:

- MEAP Assessment Administrator Manual, Grades 3 - 9, Fall 2007
- MEAP Grade 9 Social Studies Answer Document

Needed by Student:

- MEAP Grade 9 Social Studies Booklet
- MEAP Grade 9 Social Studies Answer Document
- No. 2 Pencil

Assessment booklets are secure materials that must be carefully monitored. These materials must be kept in ***locked*** storage while in schools. Students may ***not*** use dictionaries or other reference materials during this assessment. Students may ***not*** use scratch paper, additional sheets of paper to write answers for assessment items, pens or other devices not listed above unless specified as an assessment accommodation. Students may underline, highlight or write notes in their assessment booklets only.

Assessment Length

This assessment is ***untimed*** and student paced. Students ***must*** be given as much time as needed during the same continuous session to complete each section of this assessment. For planning purposes, the following times are recommended for each assessment session:

Part 1	50 minutes (approximately)
Part 2	50 minutes (approximately)

Additional time is necessary to distribute assessment materials, read directions to students, and collect materials after each session.

Directions

Passages printed in boldface and preceded by the word **SAY** are instructions to students and are to be read aloud ***exactly as they are written***. (The *italicized instructions* to the assessment administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions and answer questions as necessary. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

Beginning the MEAP Grade 9 Social Studies Assessment

*Distribute assessment materials to each student. Remind students to put away all other materials, including dictionaries and other reference materials that may **not** be used during the social studies assessment. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.*

*Students are **not** allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).*

SAY: Your booklet has been sealed to prevent it from being opened. Do not remove the security seal or open your booklet until told to do so.

During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar/spelling book or calculator during this assessment. The only items you should have on your desk or table are the materials necessary for the assessment. All answers must be written in your answer document using a No. 2 pencil only.

Make sure that you have the Fall 2007 MEAP Grade 9 Social Studies Booklet. Write your name on the cover of the booklet in the upper right-hand corner.

Please look at your Fall 2007 Answer Document for Grade 9 Social Studies. In the lower left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

Please make sure each student has his or her own answer document before the assessment begins. If the student's name is misspelled, corrections can be made at a later date on the OEAA Secure Site. The problem may have to be corrected by giving the student a blank answer document. Immediately notify the building MEAP coordinator who can help you resolve this problem after the assessment is completed. Assessment administration may proceed.

SAY: Look at the top of your answer document. Print your name (no nicknames) on the first line. Print your teacher's full name on the second line. Next to the word "School," print your school's name (do not use abbreviations). Next to the word "District," print your district's name (do not use abbreviations).

Instruct students to give the full name of the teacher, school and district. Give students time to complete this information.

SAY: Also on the cover page of your Answer Document, find box 4 entitled "Birth Date." Please fill in the correct month, day, and year of your date of birth using a No. 2 pencil. In the first column, fill in the circle next to the month in which you were born. The next two spaces are for the date you were born. Write the date in the spaces provided (two digits) and fill in the corresponding circles below. The last two columns are for the year you were born. Write the last two digits of the year you were born in the spaces provided and fill in the corresponding circles below.

Give students time to complete this information and assist them in filling in the correct numbers and circles.

If your school or district has made the decision to use the Class/Group Number, post the 4-digit number so that all students can see it (i.e., on a chalkboard, easel, etc.) and read the following directions for box 5. Note: If the assigned Class/Group Number is less than 4 digits, fill in with leading zeros. If your school or district is NOT using the Class/Group Number, please skip to box 6 “Assessment Date” directions.

SAY: Now find box 5 entitled “Class/Group Number.” I have written the 4-digit number for you to use to complete this box. Please write in the 4-digit number in the spaces provided and fill in the corresponding circles using a No. 2 pencil.

Give students time to complete this information and assist them in filling in the correct numbers and circles.

SAY: Now find box 6 entitled “Assessment Date.” Please write in today’s date and fill in the corresponding circles using a No. 2 pencil. The first column is for the month. The next two spaces are for today’s date. The year is already provided.

Inform students of the correct date (which is the first date the assessment is administered) and assist them with filling in the circles.

SAY: Now find box 7 entitled “Form.” Look at the front cover of your booklet. In the upper left-hand corner, next to the line where you wrote your name, you will see the word “Form” and a number. In box number 7 on your answer document, please write the number of the form found on the front cover of your booklet in the space provided and fill in the corresponding circle using a No. 2 pencil.

Assist students in finding the form number on the front of their booklets and in filling in the correct circle.

Directions for Part 1: MEAP Grade 9 Social Studies Assessment

SAY: During this assessment, I can help you understand the directions, but I cannot give you any help on assessment items. Except for the directions, I cannot define or pronounce words or read any part of the assessment to you.

You may now remove the security seal from your booklet.

Turn to page 1 in your booklet. Read the directions silently as I read them aloud.

Part 1 of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

Use a No. 2 pencil to mark your answer choices in your Answer Document. Nothing in this booklet will be scored. Remember to fill in the circle in your Answer Document completely and cleanly, erasing any stray lines or marks.

Read all directions carefully. A sample item is provided for you below.

SAMPLE QUESTION:

Which economic activity is important in Florida today?

- A logging
- B trapping
- C growing potatoes and apples
- D growing grapefruits and oranges

The correct answer to the question is “D.” Circle D is filled in on the sample item on page 2 in your Answer Document. Items like this will have one *best* answer that you need to select to get the item correct.

The last item in Part 1 is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in your Answer Document using a No. 2 pencil. No additional sheets may be used.

If you finish early, you may check your work for Part 1 only. Do NOT work on Part 2 of this test until you are told to do so.

Please raise your hand if you have any questions.

Answer questions the students may have regarding these directions.

SAY: You may now begin.

After approximately 50 minutes,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on page 103.

Directions for Part 2: MEAP Grade 9 Social Studies Assessment

If necessary, redistribute assessment materials to students. There is sufficient space in the answer document for students to provide a complete and correct response. No additional sheets may be used unless specified as an assessment accommodation.

*Students are **not** allowed to have food, drinks, snacks, etc., on their desk or table during the assessment. If a student must have any of these items during the assessment, the items must be stored away from the assessment surface (under seats, on the floor, etc.).*

SAY: Do not open your booklet until told to do so.

During this assessment, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, digital media players (e.g., iPods), etc. You may not use a dictionary, thesaurus, grammar/spelling book or calculator during this assessment. The only items you should have on your desk or table are the materials necessary for the assessment.

You are now going to take Part 2 of the MEAP Grade 9 Social Studies assessment. Make sure you have your own booklet, Answer Document, and a No. 2 pencil. Raise your hand if your booklet or Answer Document does not have your name on it.

Make sure students have their own MEAP Grade 9 Social Studies Answer Document and Booklet.

SAY: Turn to page 6 of your Answer Document, which is the beginning of Part 2.

Open your booklet to page 17. Read the directions silently as I read them aloud.

Part 2 of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

The last item on this test is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in your Answer Document using a No. 2 pencil. No additional sheets may be used.

Read all directions carefully.

Use a No. 2 pencil to mark your answer choices in your Answer Document. Nothing in this booklet will be scored. Remember to fill in the circle in your Answer Document completely and cleanly, erasing any stray lines or marks.

If you finish early, you may check your work for Part 2 only. Do NOT work on Part 1 of this test.

Please raise your hand if you have any questions.

Answer questions the students may have regarding these directions.

SAY: You may now begin.

After approximately 50 minutes,

SAY: It is time now to stop. Please put all assessment materials down, and close your booklets and answer documents. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending an Assessment Session” on the following page.

Ending an Assessment Session

All sections of these assessments are untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of an assessment. End an assessment session as soon as all students are finished. If only a few students need more time to finish than the rest of the class, an assessment administrator may collect all assessment materials and take those students to another room to immediately finish the assessment.

Collect all materials from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all materials have been returned.

Assessment booklets are secure materials that must be carefully monitored. They must be kept in ***locked*** storage while in schools.

If there is another section of the assessment to administer, return to the directions for that assessment when ready to begin the next section. If all sections of the assessment have been administered, follow the instructions on the next page.

Assessment Administrator Responsibilities After Testing

Before sorting materials, **please note** that an answer document is considered used if a student has taken all or part of the assessment.

1. Verify that there is only one of each appropriate answer document for each student. The appropriate answer documents are as follows:

English Language Arts (Grades 3 - 8)

Mathematics (Grades 3 - 8)

Science (Grades 5 and 8 only)

Social Studies (Grades 6 and 9 only)

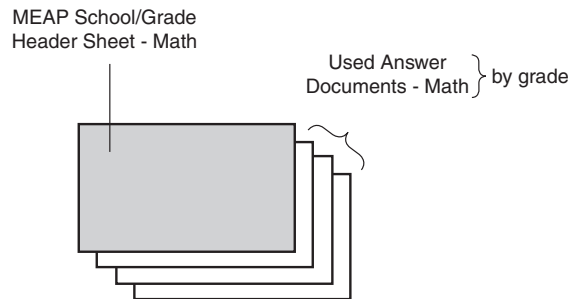
2. Check answer documents for the following:
 - a. Only answer documents dated Fall 2007 have been used.
 - b. The barcode label on the answer document matches the student's name printed on the answer document and that all answer documents have a barcode label specific to the student.
 - c. The appropriate form number has been filled in correctly.
 - d. All required student identification fields (Student Name, Teacher Name, etc.) have been completed accurately.
 - e. All optional data fields the district chose to use and all "School Use Only" fields have been completed accurately.
 - f. No correction fluid, crayons, markers, highlighters, or colored pencils have been used on student answer documents.
 - g. No staples, glue, rubber bands, or paper clips have been used on student answer documents.
 - h. No extra paper is attached (except when approved as an assessment accommodation).
 - i. No answer documents have been disassembled or damaged.
3. If an answer document is found to have been damaged, or to contain markings by writing utensils that are not allowed, the district MEAP coordinator must be notified. The district coordinator should contact the MEAP Office for assistance.
4. Notify the building MEAP coordinator of any student answer documents that are to be returned in the bright orange envelope that is marked "Special Handling and/or Word-Processed Documents." These envelopes are for those students who used a word processor as an assessment accommodation. The student answer document and word processed page(s) are to be returned in the orange envelope.
5. Destroy unused answer documents after carefully making sure they are for students no longer enrolled in the school.

6. If they have not been written on, the mathematics overlays and reference sheets may be kept for use in future classroom activities. Those that have been written on must be destroyed or returned to the building MEAP coordinator.
7. Return *all assessment booklets* and *all used answer documents* to the building MEAP coordinator as soon as possible after the assessment. Refer to the page titled “Assembling Answer Documents for Return.”
8. Complete the Security Compliance Form and return it to your building MEAP coordinator. Follow your MEAP building coordinator’s instructions for completing the MEAP School/Grade Header Sheet and the optional Class/Group ID Sheet.
9. Destroy or keep this manual; do not return with assessment booklets or used answer documents.

Assembling Answer Documents for Return

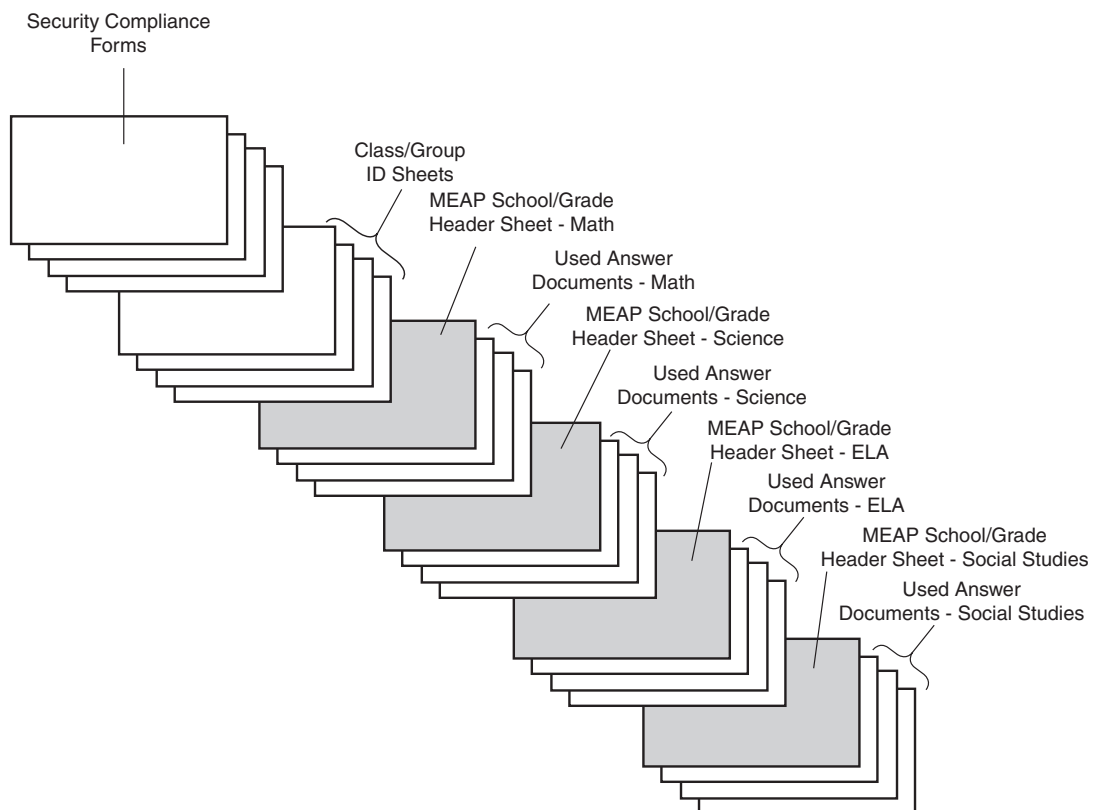
The diagrams below demonstrate how to assemble used answer documents by subject.

For example, assemble your Math Answer Documents as follows:



Continue to assemble used answer documents for each subject.

The diagram below shows how your answer documents will look after all subject areas are assembled for each school.



Directions for MEAP School/Grade Header Sheet

The purpose of the MEAP School/Grade Header Sheet is to ensure that all answer documents returned are scored and that districts and schools receive the appropriate reports. The MEAP School/Grade Header Sheet is intended to be a helpful tool for both the schools and the scoring contractor in accounting for all answer documents returned for scoring.

Follow the directions on the MEAP School/Grade Header Sheet. A sample form is included on the following page.

Refer to the diagram on page 107 for more information on how to organize this form and student answer documents for return to the scoring contractor.

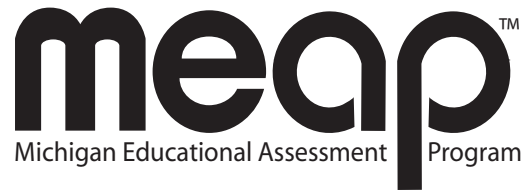
MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- Make heavy dark marks that completely fill in the bubbles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK



INCORRECT MARKS

**1 PLEASE PRINT**Oliver Smith

Name of Person Completing this Form

District ABC

District Name

School ABC

School Name

**SCHOOL/GRADE
HEADER SHEET****INSTRUCTIONS**

1. Write the name of the person completing this form, the district name and the school name on the lines provided.
2. In the boxes under District Code, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
3. In the boxes under School Code, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.
4. In the box under Grade, grid the appropriate grade level of the students whose documents are under this header sheet. Grid only one grade per header sheet.
5. In the boxes under Answer Document Count, write the appropriate amount of used answer documents that are under this header sheet. Grid the corresponding bubbles.
6. In the box under Subject, grid the appropriate subject of the documents under this header. Grid only one subject per header sheet.

2 DISTRICT CODE					3 SCHOOL CODE				
1	2	3	4	5	1	2	3	4	5
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Please be sure all fields are completed.

4 GRADE	ANSWER DOCUMENT COUNT			6 SUBJECT
0 3				0 ELA
0 4				0 Mathematics
0 5				0 Science
0 6				0 Social Studies
0 7				
0 8				
0 9				
0 HS				
	0	0	0	
	1	1	1	
	2	2	2	
	3	3	3	
	4	4	4	
	5	5	5	
	6	6	6	
	7	7	7	
	8	8	8	
	9	9	9	

Directions for MEAP Class/Group ID Sheet

This is an optional form. This information allows districts and schools to receive reports by class or group designation(s). It is the decision of the school or district to use this option and define the 4-digit class/group numbers that are most useful to the district or school.

Follow the directions on the MEAP Class/Group ID Sheet. A sample form is included on the following page.

Refer to page 107 for more information on how to organize this form and your answer documents for return to the scoring contractor.

meapTM

Michigan Educational Assessment Program

CLASS/GROUP ID SHEET

INSTRUCTIONS: This is an **optional** form. The purpose of this form is to allow districts and schools to receive reports by class or group designation(s). It is the decision of the school or district to use this option and to define the 4-digit class/group numbers that are most useful to the district or school.

This form needs to be completed for every teacher. It may be completed by the teacher or the district or building MEAP coordinator. The person completing this form will need a teacher name and the class/group number(s) assigned to the teacher. Class/group numbers should be assigned by the district or building coordinator following instructions in the MEAP District and Building Coordinator Handbook. Instructions for each area on the form are as follows:

1. Provide the name of the person completing this form (teacher or district/building coordinator) and the district and school name.
2. In the boxes under DISTRICT CODE, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- Make heavy dark marks that completely fill in the bubbles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK



INCORRECT MARKS



1 PLEASE PRINT

Name of Person Completing this Form _____

District Name _____

School Name _____

4		TEACHER NAME		FIRST NAME	
LAST NAME					
A	A	A	A	A	A
B	B	B	B	B	B
C	C	C	C	C	C
D	D	D	D	D	D
E	E	E	E	E	E
F	F	F	F	F	F
G	G	G	G	G	G
H	H	H	H	H	H
I	I	I	I	I	I
J	J	J	J	J	J
K	K	K	K	K	K
L	L	L	L	L	L
M	M	M	M	M	M
N	N	N	N	N	N
O	O	O	O	O	O
P	P	P	P	P	P
Q	Q	Q	Q	Q	Q
R	R	R	R	R	R
S	S	S	S	S	S
T	T	T	T	T	T
U	U	U	U	U	U
V	V	V	V	V	V
W	W	W	W	W	W
X	X	X	X	X	X
Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z

3. In the boxes under SCHOOL CODE, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact your district coordinator.

4. In the boxes under TEACHER NAME, indicate the name of the teacher for whom class/group number(s) are being provided and grid the corresponding bubbles.

5. In the boxes under CLASS/GROUP NUMBER, indicate the 4-digit class/group numbers assigned to this teacher and grid the corresponding bubble under each block. For teachers who need reporting for multiple groups, up to six (6) different numbers can be included on this form. If less than a 4-digit number is used, fill in with zeroes ahead of the number.

This form should be delivered to the building MEAP coordinator. Instructions for return to the scoring contractor may be found in the MEAP District and Building Coordinator Handbook.

5		CLASS/GROUP NUMBER	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

2		DISTRICT CODE		3		SCHOOL CODE	
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

Directions for MEAP Security Compliance Forms

The purpose of the MEAP Security Compliance Form is to ensure that all parties that have access to the MEAP assessment materials understand that these are highly secure materials and are to be used for assessment purposes only.

Follow the directions on the MEAP Security Compliance Form. A sample form is included on the following page. Please note, this is a scannable document and photo copies of the MEAP Security Compliance Form cannot be processed. Additional forms may be ordered via the OEAA Secure Site, www.michigan.gov/oeaa-secure. Refer to page 12 of this manual for more details.

Refer to page 107 for more information on how to organize this form and student answer documents for return to the scoring contractor.

Pages 114 – 117 are excerpted from *Professional Assessment and Accountability Practices for Educators* which is available in each school and district and is publicly available on the OEAA web page at www.michigan.gov/oeaa.

- “Building Assessment Administrator Responsibilities” pages 114 – 115.
- “Assessment Proctor Responsibilities” pages 116 – 117.

Each person assigned responsibilities as the building assessment administrator or assessment proctor should receive a copy of the appropriate two-page document so that they can honestly sign the MEAP Security Compliance Form, and more importantly will understand their responsibilities before, during and after the assessment.

MEAP Security Compliance Form

I, the undersigned, do certify and attest to all of the following:

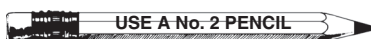
I have had access to a printed or electronic copy of the *Professional Assessment & Accountability Practices for Educators* as published by the Office of Educational Assessment and Accountability of the Michigan Department of Education, and

I have read the sections applicable to assessment security, preparation, and administration, and

I have read the section regarding the duties and responsibilities of my role in the assessment process, and

I have followed the practices as they relate to my role in the current assessment.

Note: Use a No. 2 pencil **only**.



Date: _____

Signature: _____

Printed Name: _____

Note: An electronic copy of the *Professional Assessment & Accountability Practices for Educators* is available on the world wide web at <http://www.michigan.gov/oeaa>. For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability, 608 W. Allegan St., P.O. Box 30008, Lansing, MI 48909, call toll-free 1-877-560-8378.

1 SCHOOL					DISTRICT				
0	0	0	0	0	0	0	0	0	
1	1	1	1	1	1	1	1	1	
2	2	2	2	2	2	2	2	2	
3	3	3	3	3	3	3	3	3	
4	4	4	4	4	4	4	4	4	
5	5	5	5	5	5	5	5	5	
6	6	6	6	6	6	6	6	6	
7	7	7	7	7	7	7	7	7	
8	8	8	8	8	8	8	8	8	
9	9	9	9	9	9	9	9	9	

2 MEAP ROLE	
<input type="radio"/> District Coordinator	<input type="radio"/> Proctor
<input type="radio"/> Building Coordinator	<input type="radio"/> Accommodations Provider
<input type="radio"/> Assessment Administrator	<input type="radio"/> Other _____

3 INFORMATION BOX	
PLEASE PRINT—Use full names.	
School Name:	_____
City:	_____
District Name:	_____

INSTRUCTIONS

1. Use a No. 2 pencil only. In the boxes under School, District, indicate the district code if you are the District Coordinator or have district-wide responsibilities including MEAP assessment. All other assessment administrators must fill in the school code and district code. Grid the corresponding bubbles.
2. Grid the corresponding bubble next to your role in the MEAP assessment (ex: district coordinator, building coordinator, etc.).
3. In the Information Box, print your school name, city and district name on the lines provided.
4. Once the form has been completed, return it with your "Scorable MEAP Materials" to Pearson Educational Measurement.

My Building Assessment Coordinator

Phone

email



Office of Educational Assessment and Accountability

Building Assessment Administrator Responsibilities

Assessment Administrators must be at least one of the following:

1. An employee of the district who is a certified or licensed educational professional;
2. A substitute teacher who is certified and employed by the district on an as needed basis;
3. Someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement or change of career and has been approved by the District Assessment Coordinator as a qualified assessment administrator.

The Assessment Administrator sets the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Administrators shall:

Before Assessment Administration

- Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator specific to MEAP, MI-Access, or ELPA.
- Read the Assessment Administrator Manual prior to assessments.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- Ensure the assessment room has an adequate amount of district supplied materials (i.e. pencils, dictionaries, thesaurus, etc.).
- Know assessment security procedures and be prepared to follow them before, during, and after each assessment session.
- Have a plan for students who finish assessments early or who require extra time.
- Have an implementation plan for students in need of accommodations as prescribed in Individualized Education Programs (IEP), 504 Plans, and instructional practices for English Language Learners.

During Assessment Administration

- Distribute all materials to students. Check for appropriate assessment booklets and answer documents.

During Assessment Administration (continued)

- Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store out of sight.
- Administer the assessments according to the Assessment Administration Manual.
- Read directions exactly as they appear in the administration manual to students. Answer questions about assessment directions as described in the administration manuals.
- When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Ensure that the assessment room is quiet during the entire assessment administration.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of deviations in assessment administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments.

After Assessment Administration

- Collect assessment materials and account for all assessment materials regardless of perceived student effort.
- Ensure that answer documents have correct student identification completed and filled in correctly.
- Do not erase or darken any marks in the student answer section of any document.
- Deliver assessment materials in person to the Building Assessment Coordinator at the end of each assessment administration.
- Report any potential assessment irregularity or administrative procedural error to the Building Assessment Coordinator.
- Complete the scannable MEAP Security Compliance Form and submit it to the building MEAP coordinator.

My Assessment Administrator

Phone

email

Office of Educational Assessment and Accountability

Assessment Proctor Responsibilities

As a general rule, students do best when assessed in the typical classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 to 35 students.

An Assessment Proctor can be a teacher's aide, paraprofessional, or other paid district or school personnel. If volunteers must be used, they should be trained with appropriate testing procedures; family of students in the assessment group should not be used as proctors.

Assessment proctors who are used in the capacity of providing assessment accommodations to students must be thoroughly trained in providing the accommodations prior to the assessment.

The Assessment Proctor assists in setting the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Proctor's responsibilities include:

Before Assessment Administration

- Participate in assessment administration training.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.

During Assessment Administration

- Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (cell phones, pagers, PDAs, etc.).
- Assist the Assessment Administrator in distributing assessment materials.
- Observe students and monitor those who have been given permission to temporarily leave the assessment room.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.

- Remain in the assessment room at all times unless replaced by another trained staff member.
- Ensure the assessment room is quiet during the entire assessment administration.
- Report any questionable or unusual activity to the Assessment Administrator immediately.
- Accompany students who are being directed to an alternate assessment room to complete assessments.
- Provide accommodations as prescribed in Individualized Education Program (IEP), 504 Plans, and instructional practices for English Language Learners.

After Assessment Administration

- Assist the Assessment Administrator in collecting and accounting for all assessment materials.
- Ensure that answer documents have correct student identification completed and filled in correctly.
- Complete the scannable MEAP Security Compliance Form and submit it to the building MEAP coordinator.

Student Challenges of Assessment Items

Clearly identify items being challenged.

Comments Regarding MEAP Assessment Administration**A. Good Points**

B. Areas Needing Improvement

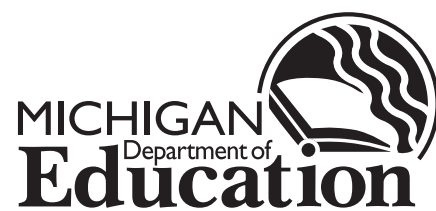
Return this form to:

MEAP Comments

P.O. Box 30008

Lansing, MI 48909

Fax: 517/335-1186



MEAP Assessment Administrator Manual
Grades 3 – 9
Fall 2007